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ABSTRACT

A general list of suggestions for effective library instruction and library instruction projects in a variety of disciplines are presented in this guide. Developed for a faculty and academic staff development seminar, the Library Instruction within the Curriculum Project, these projects illustrate diverse approaches to library instruction with the common goal of including such instruction as an integral part of a course curriculum. Each project is presented in the form to be assigned to the student, and is introduced or followed by a short commentary on the assignment which describes aspects of the projects that were effective, those that were ineffective, and modifications necessary before the project is used again. Specific projects cover the following subject areas: adult health nursing, allied health, biology, business administration, business education and administrative management, communication disorders, chemistry, English, geography, geology, management information science, medical surgical nursing, and physics and astronomy. Activities include book reviews, term projects, research papers, library assignments, and search projects. (THC)

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Projects Developed For

LIBRARY INSTRUCTION WITHIN THE CURRICULUM
--the Sciences, Business and Nursing

Compiled by
Barbara R. Stevens, Coordinator
Eugene A. Engeldinger, Coordinator

a UW-Eau Claire
Faculty Development Seminar
1984

c 1985 by Barbara R. Stevens and Eugene A. Engeldinger

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TO THE READER:

This book contains the final versions of the library instruction projects developed by members of the UW-Eau Claire faculty and academic staff who participated in Library Instruction Within the Curriculum--the Sciences, Business and Nursing, during the Summer and Fall Semester of 1984. Although these projects are from a number of different disciplines and represent various approaches to library instruction, they all have, as a common goal, the inclusion of library instruction as an integral part of the course curriculum.

This premise that library instruction does not exist as an end in itself is the guiding philosophy of all library instruction at the UW-Eau Claire. This philosophy was continually reinforced by the presentation of Evan Farber, a nationally known consultant on the subject, who suggested several models for integrated library instruction and warned of the potential problems that might arise if an assignment were not carefully designed. The participants had the opportunity to use this information in the construction of practice library assignments which were then done and critiqued by the other participants. The list of potential problems compiled by earlier participants in a Library Instruction Within the Curriculum seminar was discussed following this experience and served as a guide for the development of the final projects included in this book. Each project included is in the form assigned to the students and is followed by a short commentary on the assignment. These commentaries include both the approaches that worked and those that didn't, as well as those which need to be modified before the project is assigned again.

As in our earlier compilation of projects, we again urge the reader to understand that we do not intend to provide a "cook-book" approach to library instruction. Rather, it provides a sample of ideas which have been tried. Successful course integrated library instruction requires that the instructor and librarian work together to design the most appropriate assignment for each course. We hope these projects will inspire you to develop your own library instruction projects.

Barbara R. Stevens
Eugene A.Engeldinger

Co-Coordinators
Library Instruction Within the Curriculum--the Sciences,
Business and Nursing
UW-Eau Claire

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LIBRARY INSTRUCTION WITHIN THE CURRICULUM --THE SCIENCES, BUSINESS AND NURSING

May 21-22, August 19, and December 11, 1984

This faculty development seminar was funded by a UW-Eau Claire Faculty and Curriculum Improvement Grant.

PARTICIPANTS

Mohammad Ala	Business Administration
Philip Chenier	Chemistry
Karen Danielson	Medical-Surgical Nursing
William Font	Biology
J. B. Foust	Geography
Charles Hanson	English (Technical Writing)
Y. Tim Ho	Biology
Larry Honl	Business Education/Information Management
Thomas Jewell	Biology
Helena Jones	Biology
Carol Klun	Allied Health
Margaret McMillen	Communication Disorders
Winifred Morse	Medical-Surgical Nursing
Nan Pickett	Geology
Robert Rowan	Business Administration
Sumner Scott	Physics and Astronomy
Mark Spriggs	Business Administration
Susan Straw	Business Education/Information Management
Robert Sutton	Business Education/Information Management
Roger Thiede	Geography
Joan Werner	Adult Health Nursing
Darwin Wittrock	Biology

FACILITATOR

Evan Farber

COORDINATORS

Eugene A. Engeldinger
Barbara R. Stevens

ASSISTANCE FROM

Richard Bell
Leslie Foster
Carol Kane

ABOUT THE FACILITATOR

Evan I. Farber

Mr. Farber has a national reputation in bibliographic instruction and is head librarian at Earlham College in Richmond, Indiana. In addition to his numerous presentations at conferences, seminars, and workshops, he has published the following: The Academic Library: Essays in Honor of Guy R. Lyle, the Classified List of Periodicals for the College Library, "Library Faculty Communication Techniques" in the Proceedings from the Southeastern Conference on Approaches to Bibliographic Instruction, and many articles on various library issues.

ABOUT THE COORDINATORS

Eugene A. Engeldinger

Mr. Engeldinger is head reference librarian at the UW-Eau Claire. He has directed the development of a curriculum integrated library instruction program at Eau Claire. In addition to presentations on library instruction, he has man publications on diverse library issues. His publications include the following: "Bibliographic Instruction for Study Abroad Programs," "Library Instruction Within the Curriculum," "Tapping Your Local Campus Resources," and Black American Fiction: a Bibliography.

Barbara R. Stevens

Ms. Stevens is a bibliographic instruction/reference librarian and cataloger at the UW-Eau Claire. She has participated in the development of a curriculum integrated library instruction program at Eau Claire. In addition to her presentations on library instruction, she has publiched the following: A Cumulated Index to the the Wisconsin English Journal, "Library Instruction Within the Curriculum," and "Library Science Students Develop Pathfinders."

EFFECTIVE BIBLIOGRAPHIC INSTRUCTION

The following suggestions were developed by the participants in Library Instruction Within the Curriculum, Summer and Fall 1983, and evolved from a list prepared by John Kuppersmith for the National Conference on Teaching Excellence, May 24-27, 1983.

I. PITFALLS TO AVOID

1) THE MOB SCENE--an entire class looking for one piece of information, using one source, or researching a single topic.

2) FILL IN THE BLANKS--students are unable to locate material because of incomplete/inaccurante references or citations.

3) SHOT IN THE DARK--instructors assigning materials that library does not own or assuming that a particular type of information is available.

4) GUESSING GAMES--students trying to locate assigned sources using citations containing non-standard abbreviations.

5) CLUE--instructors using meaningless terms such as "semi-scholarly" journals or jargon recognizable only to scholars within the discipline.

6) GARBAGE IN/GARBAGE OUT--instructors suggest inappropriate methods in the instructions, such as "browse the journals..."

7) OUT OF FOCUS--students are assigned or allowed to select research topics which are vague, or far too global, or far too narrow.

8) SCAVENGER HUNT--students are to find the answers to obscure factual questions.

9) SCRAMBLE--students are not given an appropriate amount of time to complete the assignment.

10) OUT IN LEFT FIELD--students are given an exercise which has no logical relationship to the course.

II. HELPFUL HINTS

1) Give the students the location and call number of a source.

2) Explain the objectives of the assignment to the students.

3) Construct library instruction assignments so that students learn to develop appropriate research strategies.

4) Involve a librarian in the planning and/or presentation of the library instruction assignment.

5) Develop a library exercise that is directly applicable to the assignment or course work.

LIBRARY INSTRUCTION PROJECTS AND CRITIQUES

ADULT HEALTH NURSING

Library Instruction within the Curriculum

ADHN 710: Research Design and Methodology
Faculty: Joan Stehle Werner

Evaluation

The Library Instruction within the Curriculum assignment (see attached) was distributed to the class of 16 graduate nursing students on October 8, 1984 as part of a unit on the research process. Students were given three weeks to complete the project which was one of ten weekly assignments given during the course. The project was designed to reintroduce graduate students to key resources in bibliographic research regarding nursing research topics.

The assignment was introduced to the class during a lecture preceding the library experience which focused on reviewing the literature in preparation for designing nursing research. The students then had a one hour session with Barbara Stevens, Librarian, in which major strategies for library research were detailed. This time frame left 1/2 hour during the actual class period for actual library research work and completion of assignments. This short period of time allowed during class for library research was one of the negative aspects of the project. Most students in the class commuted to the University from cities throughout northern and western Wisconsin as well as eastern Minnesota, and therefore were unable to spend extra days in McIntyre Library.

Other negative aspects of the project included:

a) Completing the library assignment given by B. Stevens, Librarian, in addition to the course assignment proved too time consuming for the three week period of time allotted.

b) The list of topics included with the assignment was too limited to include research interests of all students. Although students were given the option of choosing another topic, this information was not emphasized to the class, therefore, no topics other than those listed were negotiated with the instructor.

Positive aspects of the project included:

a) Examples of annotations from a published annotated bibliography were distributed to the class along with the assignment. Students found these examples very helpful in writing their annotations.

b) The requirement that students specify key words was very helpful in helping students realize the wide range of key words used with various indexing sources.

c) Library personnel were very helpful in aiding students in completing assignments.

d) Many of the students conveyed that through the assignment they had begun literature searches for actual course work for other courses as well as for ADHN 710.

Overall, all students completed all of the objectives (see attached) of the assignment. Quality of work, especially in depth and clarity of the annotations, however, varied. Students verbally evaluated the experience positively, in that many of the students had been out of academia for a number of years and therefore, needed renewed familiarity with bibliographic research methods. Students stated that some resources such as the Citation Index (Science or Social Science), Dissertation Abstracts International, and Index to U.S. Government Periodicals were new to them and therefore very helpful. Students negative evaluations focused on the time-consuming nature of the assignment.

This assignment will be included in ADHN 710 during Fall 1985 with the following changes:

a) More time for completion of the assignment in as well as outside of class.

b) Students will be allowed to complete the assignment at other university libraries as well as at McIntyre Library.

c) Students will be allowed (encouraged) to choose a topic of particular interest to them and to theire future research interests.

Overall, the Library Instruction within the Curriculum project was a successful learning experience for ADHN 710 students and will be repeated in each ADHN 710 course in the future.

ADHN 710
Assignment #6, Due October 29

Library Instruction within the Curriculum

Objectives of the assignment:

1. To recognize and use information sources/reference tools available for accessing research information in areas of interest to nursing.
2. To compare indexing procedures utilized with various reference tools.
3. To implement a small scale library research project in preparation for a (future) review of the literature.
4. To indicate key words used with various reference tools in order to provide background knowledge should the student desire to use computerized data base searching in the future.

Choose one of the nursing research topics listed on the next page and prepare an annotated bibliography of at least ten articles which address research (nursing or related discipline) on the topic. At least one research article citation must be obtained from each of the following sources located in McIntyre Library:

1. A reference list from a current (published within the last five years) nursing text book.
2. A reference list from a current (published within the last five years) book on the topic (or a related topic). You may want to use Books in Print or the card catalog.
3. Cumulative Index to Nursing and Allied Health Literature.
4. International Nursing Index.
5. Index Medicus.
6. Psychological Abstracts, Biological Abstracts, or the Abstracts or Index of a related discipline.
7. Dissertation Abstracts International (annotation may be prepared from a dissertation abstract).
8. Science (or Social Science) Citation Index.
9. Index to U.S. Government Periodicals.
10. Reference source of your choice, different from any of those sources listed above.

For each article located (for each annotation), record the following information:

1. Source for the citation.
2. Author or editor of the citation source (if applicable).
3. Date, Volume, and Page of the citation source.
4. Key words used with this particular source to locate the citation.
5. Author of article.

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6. Name of article.
7. Periodical (journal) title.
8. Volume, issue, and date of periodical containing article.
9. Pages of article.
10. Annotation

Annotated bibliographies are critical commentaries on the articles, they are not abstracts of the articles. They are intended to inform the reader of the relevance to the topic being researched (M. McMillen, U.W.E.C., 1984). An annotation may include a brief overview of the research accomplished and should contain comment on whether or not the article would be directly related or peripherally related to the topic being reviewed. Oftentimes a brief description of the author of the article is included, as is the purpose of the research, the subjects, and the "slant" (school of thought or theoretical base) of the article.

Nursing research topics:

1. Physiological aspects of anxiety.
2. Touch (possibly therapeutic touch) for alleviation of pain, anxiety, stress, memory deficit, or other adverse condition.
3. Stress associated with hospitalization.
4. Patient or family coping with chronic illness.
5. Perceptions of personal or sexual attractiveness following ostomy or mastectomy surgery.
6. Self-disclosure between nurse and patient.
7. Patients' perceptions of nursing care under team and primary nursing.
8. Effects of human contact or communication upon blood pressure and/or heart rate.
9. Psychological aspects of the transition to parenthood.
10. Effects of cultural factors on the outcomes of psychotherapy.
11. Effectiveness of alcohol abuse treatment programs.
12. Incidence of anorexia nervosa and/or bulemia in college aged populations.
13. Sexual differences in perceptions of occupational stress.
14. Sensory deprivation in I.C.U. patients.
15. Nursing interventions for pre-menstrual syndrome.
16. Sleep behaviors in the elderly.
17. Male mid-life transitions.
18. Predicting success in graduate nursing education.

Topics not listed may also be chosen, but topic must be negotiated with the instructor.

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ALLIED HEALTH

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AH 320/520
PRINCIPLES OF INFECTION AND IMMUNITY
LIBRARY PROJECT CRITIQUE

GENERAL OUTLINE

1. Select a newspaper article concerning immunology written during 1983. General topics could be:
    a. use of antibodies (immunoglobulins) to test for the presence of different substances
    b. immunity to disease
    c. cells important for immunity
    d. immunizations
    e. diseases affecting the immune response
    f. allergies
    g. transplantation
    h. autoimmunity and autoimmune diseases

2. Once the article is selected,
    a. develop a bibliography of articles written in scientific journals from 1980-1984 concerning the topic
    b. from the bibliography, select 4 papers, read them and in your own words, summarize each of the four articles
    c. critique the article for accuracy, completeness etc.

DEADLINE DATE	ASSIGNMENT
Friday, October 26	Select, copy and turn in the newspaper article you have chosen. Keep a copy for yourself.
Friday, November 9	Hand-in the bibliography. Keep a copy for yourself.
Monday, December 3	Turn-in the written critique of the original article and the summaries of the four scientific papers.

This library project was designed to achieve the following specific goals. The student will:

1) understand that immunologic applications and diseases are quite common and items pertaining to immunology are published in newspapers with regularity.
2) study one particular subject in immunology.
3) develop a bibliography on a particular subject.

4) read a limited number of papers published in scientific journals.
5) critically read the original newspaper article and write a critique.

Skills necessary to complete the project were:
1) the ability to locate newspaper articles pertaining to immunology.
2) the ability to use the proper indices to locate scientific articles pertaining to the newspaper article.
3) comprehension and writing skills necessary to critique the journal and newspaper articles.

Cognizant of the students' tendency to postpone assignments, the project was designed for each phase to be completed at a specific date. This worked very well in that no one postponed any phase and in most cases, any articles that had to be located through interlibrary loan did arrive on time.

The students were instructed in the use of the library by the instructor. Because each phase of the assignment had specific dates of completion, each phase was introduced separately. The instruction was also handled on an individual basis, because 3/4 of the students in class had another library project in Biology 352, Parasitology and duplication of instruction was not necessary nor desirable.

An evaluation of the project by the students was requested on the last of class. Students indicated the greatest problems were locating newspaper articles and deciding which indices to use to develop their bibliography. Students also reported in their evaluation that the most negative aspect of the assignment was waiting for journal articles to arrive through interlibrary loan and the most positive aspect was learning a lot on a particular subject, using the library, application of what they learned in class and a review of their writing skills.

Generally, I feel the specific goals were achieved. I do not anticipate making any major changes in the assignment. I do intend to spend more time with students locating newspaper articles and working with indices and to include as part of the assignment, designation of key words in the newspaper article to aid in development of the bibliography.

BIOLOGY

UWEC University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701

Department of Biology
(715) 836-4166

TO: Barbara R. Stevens

FROM: William F. Font
Department of Biology

DATE: December 18, 1984

RE: Evaluation of Parasitology Library Project

Enclosed are the handouts that were included in the library project assigned to the 32 students enrolled in Biology 352/552 (Parasitology) during the fall semester of 1984. Students were introduced to pertinent library material during a guided tour which I conducted for each of my two laboratory sections. Each tour took a full two-hour laboratory period to complete. An outline of material introduced on the tour is enclosed. The tour was conducted in the fifth week of the semester, the earliest possible date on which students were familiar enough with the subject of parasitology to appreciate this material.

Student response to the library tour was good. Most had never been given an introduction to the biological literature. Even students who had made what they considered an extensive use of the library were amazed by some of the new bibliographic material and techniques introduced to them. Many students were incredulous when I stated that the university library would be inadequate to complete their library project and that they would need to rely upon Interlibrary Loan. They felt that a library "this vast" would surely have everything that had been published on such a "small" subject as parasitology.

Although the library project was, on balance, a good experience for most students and for myself, I believe that it should be redesigned for several reasons. Two technical problems occurred. First, when reconsidering the importance of Science Citation Index to the success of the project, I should have put much greater emphasis on its explanation. As a frequent user of SCI, I had underestimated its complexity in the minds of my students. The second problem involved Wisconsin Interlibrary Loan Service. Despite frequent pleading and threats on my part, and a heroic effort by the WILS librarians, many students waited far too late to request required material.

The major weakness of my project was that it was too comprehensive. It tried to cover too many aspects of scientific research in addition to library instruction. I had hoped to instill in my students an appreciation for how research is actually accomplished by scientists, including how a scientist chooses a research area to investigate, how he reviews the relevant literature, and once his research has been accomplished, how he reports it and relates it to previous reports in the literature. In retrospect, the bibliographic instruction was the most successful part of the project. Although less relevant here, most students failed at the other objectives of the project for several reasons. They were overwhelmed by the enormity of the literature and surprised to learn that each primary article usually represented such a small advance over that of previous workers. Most believed that every paper would represent a major scientific breakthrough or would be of Nobel prize quality. They were completely befuddled by scientific controversy. If two opposing scientists disagreed, many students were helpless to analyze the situation. Some asked me to tell them the "right" answers. Many were not at all pleased to learn that the "facts" in their textbooks that they so diligently memorized may not be as concrete as they formerly believed. Finally, the inability to write grammatically and logically was the downfall of the majority of students. Most could not emulate any style whatsoever, but even those who could write well had great difficulty trying to copy the technical style of scientific papers. The following memorable example was written by a graduate student. "On the flip side, biological control, this is not cure all either."

In conclusion, I regard this project as being overly ambitious. The main reason for failure was that most students had no prior library experience with scientific literature. Significantly, the students who performed well on the assignment were not necessarily the brightest students in the class, but rather were students (even mediocre ones) who had a library assignment in a previous science course. I believe that students benefited from exposure to the literature and a demystification of scientific "facts", even though I overestimated their ability to analyze and model their own writing on the scientific literature. In the future, I intend to continue the first part of the library instruction, but I will modify the library report in such a way as to be more compatible with student ability and prior experience.

Library Tour of the Literature of Parasitology

-- An Outline --

W.D. McIntyre Library

- I. Second floor
  - A. Primary parasitology journals:
    - Journal of Parasitology
    - Proceedings of the Helminthological Society of Washington
    - Experimental Parasitology
    - Transactions of the American Society of Tropical Medicine and Hygiene
    - International Journal for Parasitology
  - B. Other journals (examples):
    - Canadian Journal of Zoology
    - Journal of Invertebrate Pathology
    - American Midland Naturalist
  - C. Journals not in McIntyre Library (examples):
    - Parasitology
    - Zeitschrift fur Parasitenkunde
  - D. List of Periodicals
  - E. Helminthological Abstracts
  - F. Abstract journals not in McIntyre Library (examples):
    - Protozoological Abstracts
    - Zoological Record
  - G. Current Contents
    - 1. Life Sciences
    - 2. Agriculture, Behavioral and Environmental Sciences
  - H. Microfilm, microfiche

- II. Fifth floor
  - A. Books - major call numbers
  - B. Books - other call numbers (examples)
  - C. Advances in Parasitology (Review articles)
    - 1. Other sources of reviews

- III. First floor
  - A. Card catalogue
  - B. Library of Congress Index
  - C. Biological Abstracts
  - D. Other references
    - 1. McGraw-Hill
    - 2. Dictionaries
    - 3. Encyclopedias
    - 4. Dissertation Abstracts

- E. Science Citation Index
- F. Wisconsin Interlibrary Loan Service
- G. Computer Searches
- H. Index Medicus

IV. Basement
- A. Government Documents
  - 1. Index Catalogue of Medical and Veterinary Zoology

INTRODUCTION TO THE LITERATURE OF PARASITOLOGY

Worksheet

Name: ______________________________
Section 1 2

1. Look up the following book in the card catalogue:
   Smith, Roger C., Reid, W.M. and Luchsinger, A.E. 1980.
   Smith's Guide to the Literature of the Life Sciences. 9th ed.
   Burgess Publ. Co. Minneapolis, 223 pp.
   List the call number.

   List a French parasitology journal cited in Chapter 7.

2. Find in the card catalogue:
   Davis, Elisabeth B. 1981. Using the Biological Literature."
   A Practical Guide. Marcel Dekker, Inc., New York, 286 pp.
   List the call number.

   On what pages are dictionaries and encyclopedias of General Biology listed?

3. Dissertation Abstracts International B (1st Floor)
   Science and Engineering
   Obtain Vol. 41 May-June 1981.
   Under the key word "Parasite", who is the author of a dissertation on this subject?

   What is described in Chapter I of this dissertation?

   What University would you write for an interlibrary loan of this dissertation?

4. Journal of Parasitology (2nd floor)
   Obtain Vol. 67 1981
   Where is the table of contents of Vol. 67 No. 2?
   Find the first article written by P. Basch (pp. 179-185).
   According to Figure 1, which sex of Schistosoma mansoni is longer?

   Was Basch the first person to culture S. mansoni in vitro? If not, whopreceded him? When?
   How do you know this?

   How do Research Notes differ from other articles in the journal?

   What is printed on pp. 971-1005?

   How are entires given in the above?

   Obtain Journal of Parasitology Vol. 13 No. 2.
   What was the authors' conclusion regarding the basic life cycle pattern of the family Heterophyidae?

Where was Journal of Parasitology Vol. 1-10 and 41-44 located?

Obtain Journal of Parasitology Vol. 42 No. 1 page 68.
In the paper by John L. Crites on Cruzia americana, where were the opossums collected?

What volumes of the Journal of Parasitology are included in the Cumulative Indexes?

Name three ways articles are listed in the first Cumulative Index.

5. Obtain Canadian Journal of Zoology Vol. 51 No. 2. Feb. 1973.
How many articles on parasitology are published in this number?

Who are the authors of the paper on Proteocephalus ambloplites?

Does this journal include papers on subjects other than parasitology?

6. Obtain Journal of Immunology Vol. 129 No. 4. 1982.
List the senior author of the paper on Trypanosoma rhodesiense.

Under what subject heading is this paper listed?

7. Scan the titles of books with the call number QL757. (5th floor)
Who is the author of a General Parasitology textbook with an orange cover?

Give the author of a book (QL757) dealing with a) ecology of parasites, b) in vitro cultivation of parasites, c) biochemistry of parasites

8. Scan the books with the call number RC119.
How do these books differ from QL757?

Give the author of the book dealing with a) Immunology of Parasitic Diseases, b) Pathology and Clinical Features of Parasitic Diseases

- In Handbook Series in Zoonoses, what volume contains a chapter or schistosomiasis?

Who are the authors of the textbook Animal Agents and Vectors of Human Disease?

9. Scan the books with the call number SF810.
What subject do these books cover?

10. Scan the books with call number SH175. What subject do these books cover?

11. Find the books shelved in the "Oversize" section. (5th floor) What is the citation, including title, of one book on parasitology located here?

12. Scan the books with call numbers QL386 to QL392. How are books in this area organized?

Give the authors of three M.S. Theses shelved here.

What is the scientific name of the parasite studied by Eaton, A.P.?

13. Look up Advances in Parasitology QH547/A38. List the volume and year of a review article on immunity to *Trypanosoma cruzi* published between 1975 and 1982.

What is the subject of a review of malaria in Volume 22 (1983)?

In 1982, Chubb reviewed the seasonality of adult cestoda, nematoda and acanthocephala of fishes. List the volume and taxonomic group of other fish parasites whose seasonality was reviewed by Chubb prior to 1982. What is the easiest way to obtain this information?

14. Obtain Cumulated Index Medicus Vol. 24 (1983), List of Journals Index. (1st floor)
What is the full title of the journal whose abbreviation is Adv Vet Sci Comp Med.?

What is the proper abbreviation of Journal of the Royal Society of Medicine (London)?

15. Biological Abstracts (1st floor)
Obtain Vol. 59 Jan-June 1975, Semi-Annual Cumulative Subject Index.
Look up the entry "Cyclops/electron microscope st...plerocercoid cuticle".
What is the abstract number? The title (in English) of the paper?

Obtain Vol. 66, July-Dec 1978, Semi-Annual Cumulative Generic Index.
Find a paper published on Schistosoma nasale. What is the abstract number? The name of the senior author?

Obtain Vol. 57 Jan-June 1974, Semi-Annual Cumulative Author Index.
List the first abstract number for Fried, B.
List the title of this paper.

16. Helminthological Abstracts (2nd floor)
Obtain Vol. 49, 1980 (Annual Indexes)
Look up Leucochloridiomorpha constantiae. What is the abstract number? Who are the authors of this paper? Give the name of the three parasites studied in this paper.

How many other papers are listed for Echinostoma revolutum?

How many papers by a) Fried, B. are listed in the Annual Indexes of Vol. 49? By b) Jacobs, J.E.?

How many papers are listed for Schistosoma leiperi? How many columns of papers for S. mansoni?

Why do you think there are no entries under "Plasmodium"?

What is listed on the first (thin paper) page after the front cover of Vol. 49 No. 1 January 1980?

Are papers published in Journal of Parasitology included in Helminthological Abstracts? Papers published in Ohio Journal of Science? Tea Quarterly-Ceylon?

Under the subject heading "Immunology, Serology, and Resistance" (pp. 26-32), what is the title of the paper by Knopf, P.M.?

Obtain Vol. 50 1981 (Annual Indexes)
How many papers are listed for a) Fried, B.?, b) Jacobs, J.E.?

Obtain the most current volume and numbers of Helminthological Abstracts. List the year and months present. Why do you suppose "Annual Indexes" is not present?

Compare Biological Abstracts and Helminthological Abstracts regarding ease of use for parasitology research. What is the most serious limitation of Helminthological Abstracts in parasitology research?

17. Science Citation Index Z/7401/S365 (1st floor)
In 1978 Font, W.F. published an article in Journal of Parasitology 64:391
Obtain Citation Index No. 2 (Cody-Gree) (1981)
Who cited the above paper by Font, W.F. during the year 1981? Give the complete citation, including title, for the paper by Font (1978) and for the person who cited Font (1978).

Obtain the Source Index no. 8 (1981)
Font, W.F. published two papers in 1980. Give the complete citations, including titles. Where did you find these completed citations?

If one of these citations had been on a protozoan and published in Zeitschriftfur Parasitenkunde, how could you find the title?

Obtain the Permuterm Subject Index No. 10 (1981). Of the several articles published on Amblosoma suwaense, one involved melanin. Give the complete citation, including title.

18. Index-Catalogue of Medical and Veterinary Zoology
    (Government Documents Collection - Basement)
    Obtain Supplement 23 Hosts
    A paper on Anopheles punctipennis was published in Mosquito News 38(2):222-230. Using Supplement 23, Authors, write the title of this paper.

Obtain Supplement 23, Protozoa
    Give the complete citation, including title, for a paper published on Trypanosoma diemyctyli.

Obtain Supplement 23, Subject Headings
    Pinocytosis was studied in a certain species of plerocercoid. Give the complete citation, including title.

What are the advantages of Index-Catalogue vs. Helminthological Abstracts?

BIOLOGY 352
An Introduction to Parasitology Research and the Literature of Parasitology

Objectives:

1. The first objective of this exercise is to familiarize parasitology students with various components of the literature of parasitology: books, texts, review articles, abstract journals, and most importantly primary journal articles which represent the original source of information on parasites.

2. The second and more important objective is to increase the student's knowledge of a) the manner in which parasitology researchers find and utilize relevant literature, b) how research projects are developed, c) how a researcher reports the results of his investigation, and d) how a researcher relates his data to those of other investigators.

Procedure:

1. Assume that you are a scientist conducting parasitology resarch. Furthermore, assume that you have a fully equipped laboratory and that you have sufficient supplies and personnel to conduct the research of your choice.

2. Choose a research topic from the attached list. (Each student must choose a different topic.) Read the key paper listed for your topic. If the journal is not held in McIntyre Library, you will find a xerox copy or reprint of the article in the Reserve Library - call number ___________.

3. Familiarize yourself with the literature pertinent to your research. This literature will include work published prior to the key paper, and in almost all cases, work published subsequent to the publication of the key paper. The most obvious source for the pre-key paper literature is the Literature Cited section of the key paper. However, do not confine your search of the earlier literatuer to the above. Use abstract journals (Biological Abstracts, Helminthological Abstracts, Protozoological Abstracts,* Zoological Record*, Science Citation Index, etc.) to conduct your search for papers published after the key paper. Your search should also include books on your topic or the literature cited in books. (Your textbook, for example, has a most helpful list of references.) Attempt to find a review article, if any exists on your subject. Review articles will greatly enhance your ability to accumulate the relevant literature, however, do not use the review article as a substitute for primary sources.

*Not held in McIntyre Library

4. Accumulate and read the primary literature on your topic. Wisconsin Interlibrary Loan Service can be used to provide material not held by McIntyre Library. Caution: be as certain as you can that you really need the material before requesting an interlibrary loan. Also remember that the limitations placed upon the number of articles per week that you may request and the time required to process your requests place a severe restriction upon the speed at which your literature search can be conducted. Some of the topics may be too broad and will need to be narrowed in scope. It is also possible, but less likely, that a given topic may be too narrow and require expansion. If you believe this to be the case with your topic, see your instructor for permission to modify the topic. Do not modify a topic without prior approval. Also, do not follow a research tangent that leads you from your research topic.

5. As you read the literature, you will develop an appreciation for the chronological progress of research in a particular field. You are to emulate this approach in designing a research project that you will (hypothetically) conduct to attempt to answer questions raised by the most current literature in the field. Design a research project and "conduct" the research by making up your own data. Some helpful suggestions follow. While some creativity is encouraged it is altogether satisfactory to design a research project that only slightly modifies previous research. While you can concoct the data as you wish, the results should be within reason, based upon prior scientific knowledge within the field. Do not jeopardize your project by trying to design a Nobel prize-winning project. This is not a realistic approach, in that research rarely occurs by major leaps in a single published paper, and this approach is beyond your expertise at your present level of education.

6. Write a research paper that reports the results of your investigation. Your paper should be modeled after the actual research papers that you have read. It should consist of the following sections:
   a. Abstract - Include major points of the results of your study. Briefly summarize conclusions derived from these results. (The abstract should be written last.)
   b. Introduction - State the problem that you are studying and succintly review the literature that has raised the research question that you are investigating.
   c. Materials and Methods - State the procedures that you followed in your research. Remember, the essence of science is repeatability. An independent investigator should be able to follow your protocol and achieve the same results that you obtained.
   d. Results - report your results using text, tables, and figures.

e. Discussion - State the conclusions that you derived from analysis of your results. Compare your results with those of previous investigators. Suggest problems for further study that have arisen from your investigation.

f. Literature Cited - List, using appropriate style, the literature that you actually cited in your paper. Do not include other articles (even if relevant) that were not actually cited.

In general, your writing style should imitate that of the scientific literature. Economy of words is the key to good writing. Do not use excessively wordy or flowery statements. To a journal editor, words are money, and unnecessary words are a waste of money. Sentence structure should be simple and factual. Accuracy of communication is essential and nebulous or equivocal statements should be avoided. For technical details regarding style, consult Council of Biological Editors, Style Manual and Robert Day, How to Write and Publish a Scientific Paper.

Biology 352
Selected Key Papers and Topics for Parasitology Research

Aikawa, M. 1971. Plasmodium - the fine structure of malarial Parasite Exp. Parasitol. 30:284-320.

One aspect of the electron microscopy of Plasmodium.

Anderson, R.M. 1978. The regulation of host population growth by parasitic species. Parasitology 76:119-157.

Mathematical models of host-Parasite relationships.

Armour, J. 1975. The epidemiology and control of bovine fascioliasis. Vet. Rec. 96:198-201.

Epidemiology (epizooitology) of Fasciolidae.

Band, R.N., and Cirrito, H. 1979. Growth response of axenic Entamoeba histolytica to hydrogen, carbon dioxide, and oxygen. J. Protozool. 26:282-286.

In vitro cultivation of intestinal protozoa.

Bailey, G.N.A. 1971. Hymenolepis diminuta: circadian rhythm in movement and body length in the rat. Exp. Parasitol. 29:285-291.

Circadian (daily) activity rhythms of Hymenolepis.

Bannister, L. 1977. Invasion of red cells by Plasmodium. Symp. Brit. Soc. Parasitol. 15:27-56.

Mechanisms of red cell invasion by Plasmodium.

Basch, P.F. 1970. Relationships of some larval strigeids and echinostomes (Trematoda): Hyperparasitism, Antagonism, and 'Immunity' in the snail host. Exp. Parasitol. 27:193-216.

Competitive interactions of trematode larvae in snails.

Beaver, P.C. 1969. The nature of visceral larval migrans. J. Parasitol. 55:3-12.

Biology of visceral larval migrans.

Belton, C.M. and Harris, P.J. 1967. Fine structure of the cuticle of *Acanthatrium oregonense* (Macy) J. Parasitol. 53:715-724.

Electron microscopical studies of the tegument of adult trematodes.

Bethel, W.M. and Holmes, J.C. 1973. Altered evasive behaviour and responses to light in amphipods harboring acanthocephalan cystacanths. J. Parasitol. 59:945-956.

Modification of intermediate host behavior by helminth Parasites.

Bhaibulaya, M., Indra-ngarm, S., and Ananthapruti, M. 1979. Freshwater fishes of Thailand as experimental intermediate hosts for *Capillaria philippinensis*. Int. J. Parasitol. 9:105-108.

Biology of *Capillaria philippinensis*.

Boczoin, K. and Michejda, J.W. 1978. Electron transport in mitochondria of *Trichinella spiralis* larvae. Int. J. Parasitol. 8:507-513.

Biochemical aspects of the biology of *Trichinella spiralis*.

Bray, R.S. and Harris, W.G. 1977. The epidemiology of infection with *Entamoeba histolytica* in Gambia, West Africa. Trans. Roy. Soc. *Trop. Med. Hyg.* 71:401-407.

Epidemiology of *Entamoeba histolytica*.

Brenner, S. 1973. The genetics of *Caenorhabditis elegans*. Genetics Princeton 77:71-94.

Genetics and embryology of *Caenorhabdites elegans*.

Brooker, B.E. 1971. The fine structure of *Crithidia fasiculata* with special reference to the organelles involved in the ingestion and digestion of proteins. Z. Zellforsch. Mikrosk. Anat. 116:532-563.

Nutritional mechanisms of the trypanosomes.

Butterworth, A.E., Wassom, D.L., Gleich, G.J., Loegering, D.A., and David, J.R. 1979. Damage to schistosomula of *Schistosoma mansoni* induced directly by eosinophil major basic protein. J. Immunol. 122:221-229.

Interactions between eosinophils and helminth parasites.

Buxton, P.A. 1940. Studies on populations of head-lice (*Pediculus humanus capitis*:Anoplura)III. Material from South India. Parasitology 32:296-302.

Biology of *Pediculus*.

Canning, E.U., Higby, G.C. and Nicholas, J.P. 1979. An experimental study of the effects of *Nosema eurytremae* (Microsporidia:Nosematidae) on the liver fluke *Fasciola hepatica*. Parasitology 79:321-392.

Hyperparasitism of helminths by protozoa.

Cannon, L.R.G. 1971. The life cycle of *Bunodera sacculata* and *B. luciopercae* (Trematoda:Allocreadiidae) in Algonquin Park, Ontario. Can. J. Zool. 49:1417-1429.

Biology of the genus *Bunodera*.

Chappell, L.H. 1969. Competitive exclusion between two intestinal parasites of the three-spined stickleback *Gasterosteus aculeatus* L. J. Parasitol. 55: 775-778.

Competition between naturally occurring populations of helminth parasites.

Christensen, B.M. 1978. *Dirofilaria immitis*: Effects on the longevity of *Aedes trivittatus*. Exp. Parasitol. 44:116-123.

Host-parasite interactions between filarial nematodes and insects.

Clegg, J.A. 1969. Skin penetration by cercariae of the bird schistosome *Austrobilharzia terrigalensis*: the stimulatory effect of cholesterol. Parasitology 59:573-589.

Mechanism of skin penetration by schistosome cercariae.

Crompton, D.W.T. 1969. On the environment of *Polymorphus minutus* (Acanthocephala) in ducks. Parasitology 55:357-364.

Site selection and specificity of intestinal helminths.

Cross, G.A.M. 1978. Antigenic variation in trypanesomes. Proc. Roy. Soc. B 202:55-72.

Antigenic variation in trypanosomes.

Damian, R.T. 1964. Molecular mimicry: antigen sharing by parasite and host and its consequences. Amer. Naturalist 98:129-149.

Molecular mimicry in schistosomiasis and other helminth infections.

Davey, K.G. and S.P. Kan. 1968. Molting in a parasitic nematode, *Phocanema decipiens*. IV. Ecdysis and its control. Can. J. Zool. 46:893-898.

Mechanisms controlling nematode molting.

Dickerson, G. and Lavoipierre, M.M.J. 1959. Studies on the methods of feeding of blood sucking arthropods II. The method of feeding adopted by the bed-bug (*Cimex lectularius*) when obtaining a blood meal from a mammalian host. Ann. Trop. Med. Parasitol. 53:347-357.

Mechanisms of blood-feeding by insects.

Dike, S.C. and Read, C.P. 1971. Relation of tegumentary phosphohydrolase and sugar transport in *Hymonolepis diminuta*. J. Parasitol. 57:1251-1255.

Mechanism of uptake of nutrients in tapeworms.

Dixon, K.E. 1965. The structure and histochemistry of the cyst wall of the metacercaria of *Fasciola hepatica* L. Parasitology 55:215-226.

Light and electron microscopical studies of metacercarial cysts.

Eaton, R.D.P., Meerovitch, E. and Costerton, J.W. 1970. The functional morphology of pathogenicity in *Entamoeba histolytica*. Ann. Trop. Med. Hyg. 64:299-304.

Pathogenic mechanisms in *Entamoeba histolytica*.

Flavell, D.J. 1982. Acquired resistance to *Opisthorchis viverrini* in the hamster. Trans. Roy. Soc. Trop. Med. Hyg. 76:800-802.

Biology of *Opisthorchis viverrini*:a human liver fluke.

Flavell, D.J. and Lucas, S.B. 1982. Potentiation by the human liver fluke, *Opisthorchis viverrini* of the carcinogenic action of n-nitrosodimethylamine upon the biliary epithelium of the hamster. Br. J. Cancer 46:985-989.

Relationship between parasitic infections and cancer.

Fleming, A.F., Storey, J., Molineaux, L., Iroko, E.A. and Attai, E.D.E. 1979. Abnormal hemoglobins in the Sudan savanna of Nigeria I. Prevalence of hemoglobins and relationships between sickle-cell trait malaria and survival. Ann. Trop. Med. Parasitol. 73:161-172.

Relationship between malaria and sickle-cell anaemia.

Fischer, H. and Freeman, R.S. 1969. Penetration of parenteral plerocercoids of *Proteocephalus ambloplitis* (Leidy) into the gut of smallmouth bass. J. Parasitol. 55:766-774.

Biology of the bass tapeworm, *Proteocephalus ambloplitis*.

Foor, W.E. 1967. Ultrastructural aspects of oocyte development and shell formation in *Ascaris lumbricoides*. J. Parasitol. 53:1245-1261.

Electron microscopy of *Ascaris*.

Friend, D.S. 1966. The fine structure of *Giardia muris*. J. Cell Biol. 29:317-332.

Electron microscopy of *Giardia*.

Gamble, W.G., Segal, M., Schantz, P.M., and Rausch, R.L. 1979. Alveolar hydatid disease in Minnesota. First human case acquired in the contiguous United States. J.A.M.A. 241:904-907.

Epidemiology (epizooitology) of *Echinococcus multilocularis* in North America.

Gleason, N.N., Horwitz, M.S., Newton, L.H., and Moore, G.T. 1970 A stool survey for enteric organisms in Aspen, Colorado. Amer. J. Trop. Med. Hyg. 19:480-484.

Epidemiology of giardiasis in the USA.

Goldring, O.L., Clegg, J.A., Smithers, S.R. and Terry, R.J. 1975. Acquisition of human blood group antigens by *Schistosoma mansoni*. Clin. Exp. Immunol. 26:181-187.

Mechanisms by which helminths thwart the host's immune response.

Grosshans, E.M., Dremer, M. and Maleville, J. 1974. *Demodex folliculorum* and the histogeness of granulomatous acne rosacea. Hautartz 25:166-177.

Biology of *Demodex*.

Halton, D.W. 1967. Observations on the nutrition of digenetic trematodes. Parasitology 57:639-660.

Mechanisms of feeding among digenetic trematodes.

Halton, D.W. and Morris, G.P. 1969. Occurrence of cholinesterase and ciliated sensory structures in a fish gill fluke *Diclidophora merlangi* (Trematoda: Monogenea) Z. Parasitenk. 33:21-30.

Studies on the sensory structures of Monogenea.

Heyneman, D. 1962. Studies of helminth immunity. I. Comparison between lumenal and tissue phases of infection in the white mouse by *Hymenolepis nana* (Cestoda: Hymenolepididae). Amer. J. Trop. Med. Hyg. 11:46-63.

Differences in the immune response of hosts to lumen-dwelling and tissue-dwelling helminths.

Hockley, D.J. and McLaren, D.J. 1973. *Schistosoma mansoni*: changes in the outer membrane of the tegument during development from cercaria to adult worm. Int. J. Parasitol. 3:13-25.

Tegumental changes associated with development in digenetic trematodes.

Holmes, J.C. 1961. Effects of concurrent infections on *Hymenolepis diminuta* (Cestoda) and *Moniliformis dubius* (Acanthocephala) I. General effects and comparison with crowding. J. Parasitol. 47:209-216.

Intraspecific competition between helminth parasites - experimental studies.

Holmes, J.C. 1973. Site selection by parasitic helminths: interspecific interactions, site segregation, and their importance to development of helminth communities. Can. J. Zool. 51:333-347.

The ecology and evolution of community structure by helminth parasites.

Ikeda, T. et al. 1979. A sero-epidemiological study of onchocerciasis with the indirect hemagglutination test. J. Parasitol. 65:855-861.

Serological diagnosis of parasites.

Jobin, W.R., Brown, R.A., Velez, S.P., and Ferguson, R.F. 1977. Biological control of *Biomphalaria glabrata* in major reservoirs of Puerto Rico. Amer. J. Trop. Med. Hyg. 26:1018-1023.

Biological control of trematodes through the use of molluscicides.

Jones, T.C., Yeh, S. and Hirsch, J.G. 1972. The interaction between Toxoplasma gondii and mammalian cells. I. Mechanism of entry and intracellular fate of parasite. J. Exp. Med. 136:1157-1172.

Mechanisms of cell penetration by coccidian parasites.

Kearn, G.C. 1967. Experiments in host finding and host specificity in the monogenean skin parasite Entobdella soleae. Parasitology 57:585-605.

Behavioral aspects of the biology of Monogenea.

Keymer, A.E. and Anderson, R.M. 1979. The dynamics of infection of Tribolium confusum by Hymenolepis diminuta:the influence of infective stage density and spatial distribution. Parasitology 79:195-207.

Ecological studies of the interactions of intermediate hosts and helminth parasites.

Kierszenbaum, F. 1979. Antibody-dependent killing of bloodstream forms of Trypanosoma cruzi by human peripheral blood leukocytes. Amer. J. Trop. Med. Hyg. 28:965-968.

One aspect of the immunology of trypanosomiasis.

Kipnis, T.L., Calich, V.L.G., and Dias da Silva, W. 1979. Active entry of bloodstream forms of Trypanosoma cruzi into macrophages. Parasitology 78:89-98.

Mechanisms of entry of Trypanosomatidae into vertebrate cells.

Koie, M. 1971. On the histochemistry and ultrastructure of the daughter sporocyst of Cercaria baccini Lebour 1911. Ophelia 9:145-163.

Light and electron microscopy of sporocysts and rediae.

Krupp, I.M. 1961. Effects of crowding and of superinfection on habitat selection and egg production in Ancylostoma caninum. J. Parasitol. 47:957-961.

Intraspecific competition in nematodes.

Lie, K.J. and D. Heyneman. 1976. Studies on resistance in snails 3. Tissue reactions to *Echinostoma lindoense* sporocysts in sensitized and resensitized *Biomphalaria glabrata*. J. Parasitol. 62:51-58.

Cellular defensive "immune" response of molluscs to digenetic trematodes.

Lumsden, R.D. 1966. Cytological studies on the absorbtive surfaces of cestodes. I. The fine structure of the strobilar integument. Z. Parasitenk. 27:355-382.

Electron microscopy of the tapeworm tegument.

Lyons, K.M. 1973. Epidermal fine structure and development in the oncomiracidium larva of *Entobdella soleae* (Monogenea). Parasitology 66:321-333.

Structure and ultrastructure (EM) of onchomiracidia.

MacInnis, A.J. 1965. Responses of *Schistosoma mansoni* miracidia to chemical attractants. J. Parasitol. 51:731-746.

Behavior of miracidia of digenetic trematodes.

McLaren, D.J. 1974. The anterior glands of adult *Necator americanus* (Nematoda: Strongyloidea): I. Ultrastructural studies. Int. J. Parasitol. 4:25-37.

Electron microscopy of hookworms.

Meyer, F., Kimura, S. and J.F. Mueller, 1966. Lipid metabolism in the larval and adult forms of the tapeworm *Spirometra mansonoides*. J. Biol. Chem. 241:4224-4232.

One aspect of the biochemistry of tapeworms.

Miller, G.C. 1981. Helminths and the transmammary route of infection. Parasitology 82:335-342.

Transmission of helminths through the mammary glands.

Mueller, J.F. 1965. Further studies on parasitic obesity in mice, deer mice, and hamsters. J. Parasitol. 51:523-531.

Spirometra mansonoides: plerocercoid growth factor.

Musoke, A.J., Cox, H.W., and Williams, J.F. 1977. Experimental infection with *Plasmodium chabaudi* in rats: antigen and antibody associated with anemia and glomerulonephritis of acute infection. J. Parasitol. 63:1081-1088.

One aspect of the immunology of *Plasmodium*.

Nemeth, I., Juhasz, S. and Baintner, K. 1979. A trypsin and chymotrypsin inhibitor from *Taenia pisiformis*. Int. J. Parasitol. 9:515-522.

Mechanism by which tapeworms prevent being digested by their hosts.

Nollen, P.M. 1968. Uptake and incorporation of glucose, tyrosine, leucine and thymidine by adult *Philophthalmus megalurus* (Cort, 1914) (Trematoda), as determined by autoradiography. J. Parasitol. 54:295-304.

Nutritional functions of the tegument of digenetic trematodes.

Nyberg, B. 1958. Absorbtion and excretion of vitamin B_{12} in subjects infected with *Diphyllobothrium latum* and in non-infected subjects following oral administration of radioactive B_{12}. Acta Haematol. 19:90-98.

Absorbtion of vitamin B_{12} by tapeworms.

Pan, C-T. 1965. Studies on the host-parasite relationships between *Schistosoma mansoni* and the snail *Australorbis glabratus*. Amer. J. Trop. Med. Hyg. 14:931-976.

Histological changes in snails induced by trematode parasites.

Paperna, I. 1964. Competitive exclusion of *Dactylogyrus extensus* by *D. vasator* (Trematoda:Monogenea) on the gills of reared carp. J. Parasitol. 50:94-98.

Competition between species of Monogenea.

Pennycuik, L. 1971. Frequency distributions of parasites in a population of three-spined sticklebacks, *Gasterosteus aculeatus* L. with particular reference to the negative binomial distribution. Parasitology 63:389-406.

Mathematical models describing parasite distributions among hosts.

Phillips, B.P. 1974. *Naegleria*: another pathogenic amoeba. Studies in germ free guinea pigs. Amer. J. Trop. Med. Hyg. 23:850-855.

Biology of amoebae causing primary amoebic meningoencephalitis.

Rausch, R.L. and Wilson, J.F. 1973. Rearing of the adult *Echinococcus multilocularis* Leuckart, 1863, from sterile larvae from man. Amer. J. Trop. Med. Hyg. 22:357-360.

In vitro cultivation of tapeworms.

Rotherham, S. and Crompton, D.W.T. 1972. Observations on the early relationship between *Moniliformis dubius* (Acanthocephala) and the haemocytes of the intermediate host *Periplaneta americana*. Parasitology 64:15-21.

Cellular defensive responses of insects to parasites.

Rothschild, M. and Ford, B. 1966. Hormones of the vertebrate host controlling ovarian regression and copulation of the rabbit flea. Nature 211:1169-1170.

Effect of host hormones on parasites.

Schmidt, G.D. and K. Chaloupka. 1969. *Alloglossidium hirudicola* sp. n., a neotenic trematode (Plagiorchiidae) from leeches, Haemopis sp. J. Parasitol. 55:1185-1186.

Biology of *Alloglossidium*, trematodes that use invertebrates as definitive hosts.

Schnier, M.S. and Fried, B. 1980. *In vitro* cultivation of *Amblosoma suwaense* (Trematoda: Brachylaimidae) from the metacercaria to the ovigerous adult. Int. J. Parasitol. 10:391-395.

In vitro development of trematodes.

Semtner, P. and Hair, J.A. 1973. The ecology and behavior of the lone star tick (Acarina: Ixodidae). V. Abundance and seasonal distribution in different habitat types. J. Med. Entomol. 10:618-628.

Ecology of a species of ticks.

Sheffield, H.J. and Melton, M.L. 1968. The fine structure and reproduction of *Toxoplasma gondii*. J. Parasitol. 54:209-226.

Electron microscopy of *Toxoplasma gondii*.

Smith, J.H., Reynolds, E.S. and Von Lichtenberg, F. 1969. The integument of *Schistosoma mansoni*. Amer. J. Trop. Med. Hyg. 18:28-49.

Light and electron microscopical studies of the schistosome tegument.

Sogandares-Bernal, F. and Seed, J.R. 1966. Studies on American paragonimiasis. IV. Observations on pairing of adult worms in laboratory infections of cats. J. Parasitol. 52:701-703.

Biology of *Paragonimus* in the Western Hemisphere.

Standen, O.D. 1951. The effects of temperature, light, and salinity upon the hatching of the ova of *Schistosoma mansoni*. Trans. Roy. Soc. Trop. Med. Hyg. 45:225-241.

Egg hatching mechanisms and stimuli among parasitic helminths.

Threadgold, L.T. 1963. The tegument and associated structures of *Fasciola hepatica*. Q.J. Microsc. Sci. 104:505-512.

Electron microscopical and immunological studies of the tegument of *Fasciola hepatica*.

Whitfield, P.J., Anderson, R.M., and Moloney, N.A. 1975. The attachment of cercariae of an ectoparasitic digenean, *Transversotrema patialense* to the fish host; behavioral and ultrastructural aspects. Parasitology 70:311-329.

Biology of *Transversotrema*.

Wilkins, H.A. 1977. Schistosoma haematobium in a Gambian community. I. The intensity and prevalence of infection. Ann. Trop. Med. Parasitol. 71:53-58.

The epidemiology of a species of human schistosome.

Wilson, R.A. 1969. Fine structure of the tegument of the miracidium of Fasciola hepatica (L.). J. Parasitol. 55:124-134.

Light and electron microscopical studies of miracidia of digenetic trematodes.

Yoshino, T.P. and Bayne, C.J. 1983. Mimicry of snail host antigens by miracidia and primary sporocysts of Schistosoma mansoni. Parasite Immunol. 5:317-328.

Relationship between mollusc blood cells and parasites.

Biol. 385
Tim Ho

Evaluation of Library Project

The main objective for students in my undergraduate seminar course is to organize and present a seminar on a specific biological topic. Many students who took the course during the past few semesters found it was difficult to select a workable topic. This library search project was added to help students to develop a better search strategy and to prepare the oral presentation more effectively and efficiently.

I took my class to the library and demonstrated the use of sources such as Biological Abstracts, Annual Reviews, Advanced Series, Science Citation Index, Index Medicus, Current Contents and a few Biological Journals. Each student was requested to complete a strategy work sheet and develop an annotated bibliography.

The following are excerpts from student's evaluations on the project:

(a) The library tour was unnecessary for someone familiar with the library system.
(b) It is too bad that other classes don't show how to use the library earlier in the student's academic career. But they wait until the student's last class (usually) to do so.
(c) The tour was helpful. It pointed out the series books on the 5th floor. Science Citation Index was new to me.
(d) A couple of class periods should be spent in learning how to use the various facilities in the library, particularly Science Citation Index, Index Medicus and interlibrary loan. I never knew some facilities were there.
(e) I did not find the strategy work sheet much help; might be let us use it as a guide but not turn it in.
(f) The work sheet did not seem to serve any purpose.
(g) The annotated bibliography helped me to weed out the "wheat from chaff". It made my presentation easier because the ideas from each study were organized in a concise manner.
(h) The annotated bibliography should be handed out to the class so the class was better prepared for each seminar.

My overall evaluation is that this library project was valuable for the majority of students. The students became more familiar with the library, particularly for those who didn't know or had forgotten about some of the references. In the future more class time will be spent in the library and the reference librarian will be the one who presents the use of reference material to the students instead of me. The completed annotated bibliography will be distributed to the class one week before each presentation. In summary, I would say that this assignment was a very worthwhile addition to the seminar course and will definitely be used again.

Biology 385: Undergraduate Seminar - Tim Ho
Library Search Project

The objectives of this exercise are to:

1) familiarize the process of finding biological literature in the library

2) develop a search strategy

3) gain knowledge of and experience with the following sources of information in the student's major field of interest: encyclopedia, books, review journals, recent advances series, abstract journals and index journals

4) read, assimilate and evaluate original research articles

5) construct an annotated bibliography

6) prepare the oral presentation of information gathered from current research articles to his or her peers

On page 6 of this handout, some general fields of biological interest are listed. Under each general field examples of previous seminar topics are given.

You are asked to select a general field of biological interest or a combined field (not necessarily from the list given on page 6) and choose a topic for investigation. After making a tentative selection of a seminar topic, you need to learn what researches have been done.

The chief sources of literature tools are

____ (1) Encyclopedia: In undertaking to acquire a background knowledge in a given topic (or subject) it may be best to read the most general treatment first, as for example in an encyclopedia, which is surprisingly useful for acquiring a first view of a new field. It is often worth to consult several of the following: Encyclopedia Americana, Encyclopedia Britannica, and Chamber's Encyclopedia.

_X_ (2) Textbooks: The textbooks give you a broad view of the subject in its relation to the rest of the field and provide you with a summary of facts and theories in the field. Many textbooks represent extensive literature reviews and contain good bibliographies. One way to gather a list of appropriate textbooks for your selected subject is to search the library or book catalogues. The most commonly used book catalogues are the Cumulative Book Index and the Publishers Trade List Annual. Another way is to use the card catalog subject index. You can find out what subject headings to look under by consulting the Library of Congress Subject Headings.

_X_ (3) Review Journals and Recent Advances Series: Usually no book exists which is complete or entirely up to date. The next step in search strategy will normally be to look for review articles in review journals, recent advances series or annual reviews. Examples of these kinds of publications or journals are Quarterly Review of Biology, Wildlife Review, Advances in Parasitology, Advances in Ecological Research, Current Topics in Microbiology and Immunology, Recent Progress in Hormone Research, Annual Review of Physiology, and Annual Review of Genetics. They usually have chapters or articles by authorities in various fields, and point to important research papers. Each review article critically summarizes the progress and knowledge in a particular field or segment of a field. It gives the research worker a well-organized fund of information in his field, and an extensive but selective bibliography. It tells him what is currently being done in his research area, and what the reviewers consider to be important. Since it has some indication of the relative importance of the individual articles, it saves the time of the research worker, who would otherwise be obligated to read an abstract of each article published to see which ones were worth investigating further.

_X_ (4) Abstract Journals: For newer publications and comprehensive coverage, the abstract journals should be used. The articles in the various review periodicals may have missed or neglected some important papers. The investigator who needs to make a comprehensive and detailed search of the literature must rely chiefly on the abstract journals (and the index journals described below). The abstract summarizes the methods used and conclusions reached by the author(s) of each individual article. It usually gives the research worker enough information to enable him to decide whether or not he needs to read the original article. Some of the better-known abstract journals are Biological Abstracts, Chemical Abstracts and Dissertation Abstracts International.

_X_ (5) Index Journals: But since the abstracts may not be printed until six to eighteen months after the articles have been published, the most recent articles should be located by consulting an index if one is available. This gives a prompt and comprehensive listing of most of the articles on each subject, regardless of the worth of the writing. Examples of such indexes are Science Citation Index, Index Medicus, Curent Contents, Environment Index and Biological and Agricultural Index.

____ (6) Current Research Journals: Very recent publications, which have not been included in abstract journals and index journals, can be found by examining the current periodicals.

____ (7) Original Articles: It is important for the worker to examine all the original papers that he suspects may contain material pertinent to his research. Abstracts may not indicate the full content of the papers and they, as well as most reviews, have the disadvantage of not presenting evidence in the form of tables and illustrations.

Finally, the worker, of course, must study critically, in their original, complete form, all the papers that bear directly upon his own research problem.

You are required to develop an annotated bibliography on your selected seminar topic. The maximum grade for the annotated bibliography will be 25 points (the seminar presentation itself will remain evaluated on a 100 point basis). Thus the library work will count 1/5 of the final course grade. It should include a minimum of 10 recent research articles from biological periodicals in the UWEC library or which are readily available through interlibrary loan. The annotation for each article should be a summary in two to five sentences, of the parts of the article which clearly applies or pertains to your seminar topic. In addition, the library work should include complete citation of at least one item in each of the categories marked with an X in the list of chief sources of literature tools mentioned above.

The annotated bibliography should be handed in one week before your presentation. It should be typed.

Biology 385 - Undergraduate Seminar - Tim Ho

WORKSHEET FOR THE BIBLIOGRAPHY

The revised and completed worksheet should be handed in two weeks before your presentation.

Name: ______________________________

1. What is your topic?

2. Sources of Introduction to Your Topic

   a. Subject headings found in Library of Congress Subject Headings most closely related to your topic are:

   b. Encyclopedia or textbooks providing an introduction to your topic include:

3. Sources of material pertinent to your topic

   a. Review journals (consult the list of periodicals on the Reference desk) and Recent Advances Series (consult the card catalog) covering review materials on your topic:

   b. Abstract journals that you have consulted in locating articles on your topic:

   c. Index journals that you have consulted in locating articles on your topic:

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d. List of periodicals (current research journals) containing articles pertinent to your topic (indicate which of these periodicals is(are) not present in UWEC library):

e. Do you plan to use interlibrary loan?

f. Is your search so complicated that you need to request a computer search?

g. List of articles (a complete citation: Use the recommended format) pertinent to your topic:

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Examples of Some General Areas of Biological Interest and Some Related Titles of Past Undergraduate Seminars

Anatomy/Ultrastructure
- Ultrastructure of conifer xylem
- Ultrastructure of a blue-green alga, Coelosphaeriu naegelianum.
- The Diagnosis of Cervical Cancer through the use of Exfoliative Cytology

Behavior
- Social Development of Wolf Pups
- The Schooling of Fishes
- The Dance and Language of Honeybees
- Acoustic Prey Location by the Barn Owl
- Avian Use of Stellar and Solar Cues in Migration

Ecology
- Prairie Restoration
- The Mayflies of Willow Race
- LaCross Virus Encephalitis
- Phosphates and Eutrophication
- Succession due to the Foes of Elm

Genetics
- Genecology
- Retinoblastoma: The Two Mutation Theory of Initiation
- X-rays: Their Effects at the Ultrastructural Level

Medicine/Health
- Malignant Melanoma: The Importance of the Famm Syndrome
- Suppressor T-cell Defect In Systemic Lyses Erythematores
- The Molluscan Hemocyte as a Model for Immune Surveillance
- The Role of Fiber in the Diet
- The Influenza Virus and its Pandemic Occurrence
- Down's Syndrome
- Cardiac Rehabilitation and Its Effects on the Heart
- Cancer and Diet
- Periodontal Disease

Physiology
- Biological Nitrogen Fixation
- Aerobics - Help or Hindrance
- The Physiological Effects of Exercise on Skeletal Muscle Tissue
- The Hypothalamus and Hibernation
- The Relationship Between Nitrogen and Protein Synthesis in Corn
- The Stress Physiology of a Biology Undergraduate Seminar Presentation
- The Biochemical Basis of Alcohol Addiction

Wildlife
- Lead Poisoning in Waterfowl
- Bioluminescence and Reproductive Strategies of Deep-Sea Angler Fishes
- Declining Peregrine Falcon Populations
- The Role of Captive Breeding to the Future of Endangered Birds
- Population Fluctuations in Ruffed Grouse

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For: Library Instruction
Within the Curriculum

Evaluation of Bibliographic Instruction in Biology 385
(Undergraduate Seminar)

Thomas R. Jewell
Assoc. Prof.
Department of Biology

General student view (as expressed after the seminars were presented): Most students indicated that even though they were juniors or seniors the bibliographic instruction was new to them and furthermore they seemed to consider it valuable especially for their post-graduate use.

Instructor's View: I really had to stress the use of original research information in the construction of the undergraduate seminar. Apparently the journals are seldom used in most other science courses and my students sought to avoid using them. They would have liked to use the more familiar textbooks or encyclopedias where the organization and adjustment of new ideas or information to previous "knowledge" has previously been done by earlier authors. My emphasis had to be "This is your seminar -- not a reshuffling of what some other authors or editors considered important."

Positive Aspects of Bibliographic instruction:

1) This allowed the seminar students to experience the gathering of new published scientific information.
2) It placed the students squarely in the role of a review writer or original researcher in the earliest stages of the project.
3) It let the students know that there are tremendous numbers of unanswered questions in every field of biology--it presented active challenges to the students rather than acting as the more traditional "fount of knowledge".

Negative aspects of Bibliographic instruction:

1) The large amount of material presented in one 50-minute period seemed to frighten most of the students--they apparently had the idea that a seminar could be constructed from a couple of texts or encyclopedias.
2) The literature cited wasn't always noted in each seminar--in fact, one student seemed to miss the point of obtaining a bibliography entirely and used none of the citations in her seminar.

Future intent: I'll keep the technique, as I think that it's one of the very few widely useful tools we can provide for our upperclassmen and women.

Undergraduate Seminar
Biology 385

Bibliographic Instruction

Purpose: To assist in the discovery process regarding current fields of biological research. This requirement will allow biology majors in Undergraduate Seminar (Biology 385) to (1) determine a relatively broad subject area of interest and (2) focus (refine) that interest using original research periodicals available in or through the UW-EC library.

Requirement:

There will be two components required in your annotated bibliography:

(1a) One basic text or encyclopedia covering the selected subject, - indicate pages & chapter title, or

(1b) One reasonably recent review journal covering the selected topic - give chapter or section title.

(2) At least 10 recent research articles from biological periodicals. The annotation necessary for each article is one quoted complete sentence from the abstract, article body or summary that clearly pertains or is related to the seminar.

Your annotated bibliography will be due two weeks prior to the seminar presentations.

The maximum grade for the annotated bibliography will be 25 points (the seminar presentation itself will be evaluated on a 100 point basis).

Method: for the construction of an annotated bibliography

(1) Note page 2 of this handout for ideas regarding general field selection and some final titles.

(2) Consider the area of biology in which you are most interested.

(3) Begin to narrow the topic and construct your bibliography as follows (keep in mind the two major goals here are to synthesize material from original research sources (journals) and to present that synthesis in a stimulating manner to your peers.)

  (a) Card catalog - major reference if you have appropriate subject headings. (For alternate headings see the red Library of Congress Subject Heading Guide (in front of the card catalogue). The card catalog is also the source of many series of review journals. Review journal titles begin with terms as: Annals of ...; Advances in...; Annual Review of ...; etc.

  (b) Periodical references as (1) Biological Abstracts; (2) Biological and Agricultural Index; (3) Index Medicus & (4) Chemical

Examples of Some General Areas of Biological Interest and Some Related Titles of Past Undergraduate Seminars

Anatomy/Ultrastructure
- Ultrastructure of conifer xylem
- Ultrastructure of a blue-green alga, Coelosphaeriu naegelianum.
- The Diagnosis of Cervical Cancer through the use of Exfoliative Cytology

Behavior
- Social Development of Wolf Pups
- The Schooling of Fishes
- The Dance and Language of Honeybees
- Acoustic Prey Location by the Barn Owl
- Avian Use of Stellar and Solar Cues in Migration

Ecology
- Prairie Restoration
- The Mayflies of Willow Race
- LaCross Virus Encephalitis
- Phosphates and Eutrophication
- Succession due to the Foes of Elm

Genetics
- Genecology
- Retinoblastoma: The Two Mutation Theory of Initiation
- X-rays: Their Effects at the Ultrastructural Level

Medicine/Health
- Malignant Melanoma: The Importance of the Famm Syndrome
- Suppressor T-cell Defect In Systemic Lyses Erythematores
- The Molluscan Hemocyte as a Model for Immune Surveillance
- The Role of Fiber in the Diet
- The Influenza Virus and its Pandemic Occurrence
- Down's Syndrome
- Cardiac Rehabilitation and Its Effects on the Heart
- Cancer and Diet
- Periodontal Disease

Physiology
- Biological Nitrogen Fixation
- Aerobics - Help or Hindrance
- The Physiological Effects of Exercise on Skeletal Muscle Tissue
- The Hypothalamus and Hibernation
- The Relationship Between Nitrogen and Protein Synthesis in Corn
- The Stress Physiology of a Biology Undergraduate Seminar Presentation
- The Biochemical Basis of Alcohol Addiction

Wildlife
- Lead Poisoning in Waterfowl
- Bioluminescence and Reproductive Strategies of Deep-Sea Angler Fishes
- Declining Peregrine Falcon Populations
- The Role of Captive Breeding to the Future of Endangered Birds
- Population Fluctuations in Ruffed Grouse

Biological Abstracts - Search 1983 - 1980
Used Semi-Annual Index to locate the species
"Lentinus edodes"
Major concept = "Vegetab. Hort"

		Ref. #
1983	Jan. - June	None
	July - Dec.	33866 (See "A")*
		33867 (See "B")*
		49285 (See "C")*
1982	Jan. - June	None
	July - Dec.	53847 (See "D")*
1981	Jan. - June	59668 (See "E")*
	July - Dec.	52140 (See "F")*
		52140 (See "G")*
1980	July - Dec.	57627 (See "I")*
		71421 (See "J")*
	Jan. - June	71687 (See "K")*

*Not in holdings of UWEC library (Checked in Periodical Holdings Lists - Titles at Reference desk on main floor.)

A 33866 (Abst) (English Summary only)
Komatsu, Metsuo & K. Tokimoto Rep. Tottori Mycol Inst. 0(20):104-112. 1983. Effects of Incubation Temperature and moisture content of bed-logs on primordium formation of Lentinus edodes.

(from Abst) "Primordia developed within 70-90, 15-20, 12-15, and 25-30 days at the respective temperatures (of 10, 15, 20 or 25 C)

B 33867 (abst) Tokimoto, K., T. Hiro, A. Nishida, A. Tamai & M. Fukuda (Tottori Mycological Inst.) Rep Tottori Mycol. Inst. 0(20):117-122. 1982. (In Japanese w/Japanese & English summ.) "Changes of bed-log components & fruit body yield during Lentinus edodes cultivation." (from Abst) "The maximum number of primordia & fruit-bodies was produced by the 3-yr old bed-logs."
"Decomposition of cellulose & lignin proceded relatively rapidly in the first 2 yr but slowed down afterward.

C 49285 Ohira, I., T. Matsumoto, M. Kouto, T. Maeda, & Koji Yamane (Tottori Mycol. Inst.) Rep Tottori Mycol Inst. 0(20):123-139. 1982. (Eng. Summ.) Effects of temperature of (on?) the yield & shape of L. edodes fruit bodies.
(from Abst) "The air temperature of period A (water submersion to fruit-body emergence) was usually the most important factor affecting fruiting body yield: the optimum temperature differed with L. edodes stocks."

D 53847 Jablonsky, I. Z. Mykol. 47(2):291-300. 1981. (In Ger. w/Ger. & Engl. Summ). The Influence of environmental factors on yield & fruitbody development of Lentinus edodes.
(from Abst) "On unsupplemented corn cobs L. edodes produced maximum yield after 70 days of mushroom growth."

E 59668 Tokimoto, K., M. Tsuboi, E. Ozaki & M. Komatsu (Tottori Mycol. Inst. Tottori, Jpn.) Rep Tottori Mycol. Inst. 0(18):189-196. 1980. (In Jpn with Jpn & Engl Summ.) Relation between degree of rotting in the bed-log & fruitbody formation in Lentinus edodes.
(from Abst) "In 3 yr old bed-logs more fruitbodies could be produced as the degree of rot increased."

F 59669 Komatsu, M., Y. Nozaki, A. Inoue, & M. Miljauchi (Tottori Mycol. Inst.) Rep Tottori Mycol Inst. 0(18):169-188. 1980 (In Jpn w/Japanese & Engl. Summ.) Correlation between temporal changes in moisture content of the wood after fillin and mycelial growth of Lentinus edodes.
(from Abst) "Optimum condition for mycelial growth was bout 50% in relative turgidity."

G 52140 San Antonio, James P. Hortscience 16(2):151-156: 1981 Cultivation of the Shiitake mushroom Lentinus edodes.
(from Abst) "The best and most consistent mushroom yield was obtained from black & white oak. The total yield from oak logs (of) about 90g fresh weight/kg fresh weight (FW) log (5 year cycle) was about 80% of that reported for large scale commercial production of Shiitake mushrooms in Japan. Results of these experiments also indicate that there does not appear to be any substrate barrier to the escape & naturalization of L. edodes in the northeastern USA."

I 57627 Lee, E., J. Lee, K. Hwang. Korean of Mycol. 8(1):33-43. 1980 (In Korean w/Engl. Summ.) Studies on the yield, ecological and morphological characteristics of several strains of Lentinus edodes.
(from Abst) "The highest yield of the mushrooms usually was obtained on the 4th yr after inoculation."

J 71421 Kleinmann-Klar, D. & H.O. Schwantes. Z. Mykol. 46(1):31-34. 1980 (In Germ. with Ger & Engl. Summ.) Lentinus edodes: Culturee and fruitbody formation.
(from Abst) "Differences of temperature between 17-25 C have no effect; the factor limiting the fruitbody production is humidity."

"A mixture of beech sawdust, sugar-beet molasses & water proved to be a culture medium on which Lentinus grows and produces fruit in 8 wk."

K 71687 Yoshikawa, K., H. Tsuetaki. Hakkokogaku Kaishi 57(6):467-474. 1979 Utilization of Citrus unshiu peel wastes as a primary substrate for edible mushroom activations."
(from Abst) "In general the time required to produce the fruitbody of L. edodes was longer than that of other organisms: L. edodes 106-203 days."

Biological and Agricultural Index - Search 1984-1979.
Key Words Lentinus edodes or Shiitake.

1984 (in Vol 69 #9, May)
A Chemically defined medium for the fruiting of Lentinus edodes. G.F. Letham. Mycologia 75:905-8 s/o '83

1982 (May)
Studies on the laccase of Lentinus edodes; specificity, localization and association with the development of fruiting bodies. G.F. Leatham & M.A. Stahmanns. J. Gen. Microbiol. 125:147-57 Jul 81.

Both above references in UWEC library holdings as noted in the Periodical Holdings List at the Reference desk.

EVALUATION OF HISTOLOGY LIBRARY ASSIGNMENT

As most student cannot interpret the highly specific scientific journal articles, it is important that they know of a good source which will give a comprehensive review of the topic in "lay" terminology. The Scientific American is an excellent scientifically accurate journal that is written for public consumption.

Barbara Stevens gave an excellent presentation of access to a variety of scientific reference sources and provided a work-sheet that the students had to complete (see enclosure). The students found this most helpful as the availability of information in McIntyre Library was noted and the use interlibrary loan was stressed. Most had never been to the documents department.

The histology library assignment made the lecture and labs more relevant to the learning process. Most of the students did an adequate to excellent job. Most complained of the time involved. The analyses of the articles was difficult as most students do not know how to interpret the literature; this comes with experience. Perhaps time should be spent in going over several articles to demonstrate the analytic process.

HISTOLOGY - BIOLOGY 486/686

LIBRARY ASSIGNMENT

FALL 1984

1. A. Look-up in the periodical holdings list at the reference desk the location of the magazine, Scientific American. Review the annual indexes from 1979 to the present and select an article that you would like to read.

   Cite: Author(s). Year. Title of Article. Sci. Amer., volume (issue): pages. EXAMPLE: Dautry-Varsat, A. and Lodish, H.F. 1984. How Receptors Bring Proteins and Particles Into Cells. Sci. Amer., 250(5):52-58.

   B. The Scientific American article should give you an up-to-date overview of the topic by an authority in a specialized field of study. Other researchers are made reference to throughout the article; related subject matter is also discussed.

   1) List the quoted authors and dates used in the chosen article.

   2) List five key words used throughout the article.

2. On a separate sheet of paper, list the annual reviews, bibliographies, and indexes that could be used to completely reference A, B, and C.

   A. Cite an original journal article in reference to the article by the author of the Sci. Amer. article

   B. Cite an original article or review by one or two of the quoted researchers

C. Cite an original journal article or review on a related subject - use key words

3. Annotate, on a separate sheet, the cited reference for each of A, B, and C.

4. Compare each of the above articles to the Scientific American article. Comment on their validity, clarity and relevance. How does each article relate to each other, including the Sci. Amer. article - a lot? generally? not at all? You need only write several short but concise paragraphs on a seperate sheet of paper.

Helena S. Jones, Ph.D.

LIBRARY EXERCISE

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University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

BIOL #486 - "Comparative Vertebrate Histology"

1. In 1971 Yasuo Kagawa and Efriam Racker wrote an article entitled "Partial resolution of the enzymes catalyzing oxidative phosphorylation." This article appeared in volume 246 of the Journal of Biological Chemistry.

   Use Science Citation Index to locate one article which cited Kagawa's article mentioned above. Give a complete citation for this article.

   Consult the "Periodicals Holding List" to determine if this article is available in McIntyre Library.

   Yes ____ No ____

2. Use the Index to U.S. Government Periodicals in the documents department to find an article on the structure of cells. Give a complete bibliographic citation for this article.

   What subject heading did you find this article listed under?

   Consult the list of periodical titles in the front of the Index to find the full title and SuDoc number of the periodical.

   What is the SuDoc number of the periodical in which your article appears?

   Is this periodical available in McIntyre Library?

Citation examples

Books:

Wilson, M (1983). The hospice: a new development in critical care. Springfield: Charles Thomas.

Articles:

North, A. N., & Fish, D. O. (1979, June). New trends in pediatric nursing. Journal of Pediatric nursing 13, (1), 185-197.

Article in book:

Brown, E. L. (1963). Meeting patients' psychosocial needis in the general hospital. In J. K. Skipper & R. C. Leonard (Eds.) (1965). Social interaction and patient care (pp. 6-29). Philadelphia: Lippincott.

Library Instruction Within the Curriculum - Project Evaluation

Darwin D. Wittrock
Department of Biology Darwin Wittrock

A library project entitled "Responsible Patienthood" was assigned to 52 students in my General Zoology (Biology 104) course. This course primarily deals with a study of the vertebrate body with emphasis on human systems. A great deal of time is spent in the course on human diseases and disorders with affect the normal function of the body. As I can only devote a small amount of class time to discussing each disorder, I used the assignment of this library project to allow each student to investigate in detail the nature of a human disorder of their choosing. Students were to use the library to find necessary information to complete a worksheet in which they answered questions about the disorder and indicated where they found this information.

Direction on how to proceed in accumulating information was presented in a general information sheet (see attachment). By following these instructions, students were taken through the use of (1) *Reader's Guide to the Periodical Literature*, (2) medical dictionaries and encyclopedias, (3) the subject card catalogue to find useful textbooks, and (4) an index to U.S. documents. As students found information from these sources, they were to answer the following questions on their disorder:

1) What is the cause of the disorder?
2) What are the symptoms of the condition?
3) What is the prognosis (outcome) of the disorder?
4) What types of treatment are utilized? Are they effective?
5) Is there any method of prevention of the disorder?

Upon completion of this portion of the worksheet, students were then directed into the primary scientific literature through use of indexes in the Reference Library. I suggested they begin with *Index Medicus* to find two papers published on their disorder which are held in the journals in McIntyre Library. Students were to read these two papers and write a short paragraph summarizing each paper.

Upon reading their worksheets and discussing the project with my students, I was favorably impressed with the worth of this assignment. Many students were overwhelmed with the amount of published information on what they thought were "minor" disorders. Additionally, many students had no idea of how scientists communicated their ideas with others through the scientific literature. Also, students found use of the medical dictionaries and encyclopedias to be an easy and quick way of getting information on a disorder of interest. Students who had friends or relatives afflicted with a disorder were confident they could find information in the library which they could then provide to these people.

I found this project to be very worthwhile, and I plan to continue its assignment in my course.

GENERAL INFORMATION - BIOLOGY 104 LIBRARY PROJECT

Imagine that you, a relative, or a friend is afflicted with one of the diseases on page 4. As a responsible patient, you wish to investigate the nature of your disease using information available in McIntyre Library.

Utilize the library to accumulate general information on your disease. General or secondary literature may be used to give you an overall perspective of your disease. You will then utilize the primary literature to see what types of current research are being done on your disease.

You will then complete the library assignment worksheet. It will be due on December 3 at noon.

RESOURCES IN MCINTYRE LIBRARY

The following is a listing of resources in the library which should help you to find the necessary information on your disease.

Secondary Literature:

Secondary literature consists of general information on your disease that has been accumulated over many years. Authors of this literature have consolidated information published in the primary literature to present a general discussion on the disease for the layman.

Secondary literature consists of the following sources in McIntyre Library.

1. Popular press. Use the Readers Guide to the Periodical Literature found in the Reference Library on 1st floor. Check to see if recent information has been published on your disease in such publications as Time, Newsweek, Discovery, Science 84, newspapers, etc.

2. Medical Dictionaries and Encyclopedias.
   These are located in the Reference Library also on 1st floor. Call numbers for these are in the R to RZ section.

   A few are listed here to give you an idea of their names:
      Mosby's Medical and Nursing Dictionary
      Dictionary of Medical Syndromes
      Current Medical Diagnosis and Treatment - 1984
      The Merck Manual of Diagnosis and Therapy
      The New Home Medical Encyclopedia
      Current Surgical Diagnosis and Treatment
      Black's Medical Dictionary
      Fishbein's Illustrated Medical & Health Encyclopedia
      Stedman's Medical Dictionary

3. Textbooks.
   Use the subject card catalogue on 1st floor to determine if there are any books in our library that deal with your disease. If you don't find anything on your specific disease, you might want to try looking under some general subjects, i.e. diseases, medicine, bacteria, parasites, pathology, etc., for books that may include a few pages or a chapter on your disease. Record the call numbers for these books and examine them. Most will be found in the stacks on 5th floor.

4. U.S. Documents.
   The U.S. Government publishes a number of documents dealing with human health and medicine. Many of these documents will be published very recently and can provide you with up-to-date information on your disease. Government documents are found in the basement of McIntyre Library.

   To see if any documents on your disease exist, you will need to use an index called Monthly Catalog of U.S. Government Publications. The catalog consists of 2 parts: Cumulative Index and Entries. Start with the Cumulative Index of the most recent year; look up your disease to see if any government documents exist. By each title you will find a document number. Use the Entries part and look up the document number to find the call number. Use the call number to find the document in the shelves in the back of the basement.

Primary Literature:

The primary literature consists of research papers published in scientific journals. These papers are written by scientists who are actively engaged in research on your disease. The publication of research papers is the means by which these scientists can communicate the results of their investigations to other scientists and the public.

The scientific journals are located on the 2nd floor of McIntyre Library. While you may think our library has many of these journals, you will soon find our holdings constitute only a small percentage of those journals that publish information in medicine. You will have to determine what journals our library subscribes to that may contain information on your disease.

To aid you in finding primary literature on your disease, a number of indexes are available in the Reference Library on 1st floor. The most important of these is Index Medicus. Begin with a recent cumulative annual volume and look up your disease. You will probably be surprised to see the large number of research papers published on your disease. It is common for the index to subdivide topics on your disease. Go through the list until you find a couple of papers of interest. Note the journal title. Does our library subscribe to that journal? To find out, check the Periodical Holdings List, located at the reference desk, to see if our library carries the journal. You will find that our library carries only a small number of those that publish information on your disease, so you'll have to keep looking until you find 2 papers in our library. Record the citation of your paper (journal, volume, and pages) and move to the 2nd floor of the library. Find the journals in the stacks (they are arranged alphabetically). Read each paper and record the necessary information to complete your library project paper. Be sure to give the complete citation of your papers as follows: author(s) date of publication. Title of paper (capitalize 1st word and proper names only). Journal and volume: pages. Write a short paragraph summarizing this research.

Although Index Medicus is probably the most important source for finding primary literature, other indexes may also be useful. These are also in the References Library and include:

General Science Index
Biological and Agricultural Index
Cumulative Index to Nursing and Allied Health Literature
International Nursing Index

What would you do to get a paper from a journal not subscribed to by our library? Although you will not be doing this as a part of your library project, the Wisconsin Interlibrary Loan Service can be used to provide materials not held in our library. Students are only allowed to request a few papers per week and some time may be required before your request is received. This service, however, can be valuable and provide you with primary literature not present in our library.

It is hoped that this project is not one simply of busywork. I hope to show you the tremendous amount of information available on your disease and how scientists communicate this information. The library is more than a place to study; it is a vast storehouse of information available to those who know how to use it.

LISTING OF DISEASES FOR BIOLOGY 104 LIBRARY REPORT

albinism
squamous cell carcinoma
malignant melanoma
acne
rheumatoid arthritis
osteoarthritis
gout
rickets
cleft palate
osteomyelitis
achondroplasia
herniated disk
botulism
tetanus
myasthenia gravis
Duchenne muscular dystrophy
multiple sclerosis
phenylketonuria
scurvy
diabetes mellitus
diabetes insipidus
atherosclerosis
anorexia nervosa
varicose veins
pyorrhea
peptic ulcer
appendicitis
peritonitis
viral hepatitis
cirrhosis of liver
jaundice
gall stones
kidney stones
uremia
cystitis
tuberculosis
emphysema
lung cancer
hemophilia
sickle cell anemia
rattlesnake venom
hairy cell leukemia
hay fever
third degree burn
barbiturate poisoning
kwashiorkor
obesity
syphilis
detached retina
trichinosis
amebic dysentary
prostate cancer
lupus erythematosus
Alzheimer's disease
elephantiasis
ventricular fibrillation
rheumatic fever
renal hypertension
cerebrovascular accident
angina pectoris
acquired immune deficiency syndrome (AIDS)
erythroblastosis fetalis
schistosomiasis
falciparum malaria
goiter
Crohn's disease
Grave's disease
Addison's disease
genital herpes
cervical cancer
breast cancer
gonorrhea
blood clots from birth control pill
rubella
toxoplasmosis
fetal alcohol syndrome
progeria
Turner's syndrome
Klinefelter's syndrome
Down's syndrome
cri-du-chat
thalassemia (Cooley's anemia)
cystic fibrosis
Huntington's disease (Huntington's chorea)
spina bifida
Tay-Sach's disease
carbon monoxide poisoning
inguinal hernia
cryptorchidism
morning sickness
hemorrhoids
tonsillitis
asthma
incontinence
acromegaly
polio
migraine headache
cataracts
glaucoma
LaCrosse encephalitis
Parkinson's disease
epilepsy
cyanide poisoning
cerebral palsy
Reye's syndrome
chickenpox
glomerulonephritis (Bright's disease)
bubonic plague

LIBRARY ASSIGNMENT WORKSHEET - RESPONSIBLE PATIENTHOOD

Biology 104 - Dr. Wittrock

Name ________________________________

Lab Section _____________

The purpose of this worksheet is to familiarize you with resources available on your topic in UWEC's McIntyre Library.

Topic ____

Answer the following questions on your topic and cite the sources of information.

1. Is there any information published on your disease or disorder in the popular press? Use the Reader's Guide to the Periodical Literature and write the citations for 2 articles. Check to be sure the articles are in our library and find them!

2. Indicate 2 to 5 specific medical encyclopedias and dictionaries which present the best description of your disorder.

3. Are there any textbooks that deal with your disorder? List the subject headings you used to find these texts and write down the names of 2 to 5 textbooks and their authors that contain information on your disorder. Give the call number of each book.

4. Are there any U.S. government documents on your disorder? Give the complete citation of 1 or 2 government documents held in our library.

5. Using the information you have accumulated from the previous resources, answer the following questions on your disorder:

   a. What is the cause of the disorder?

   b. What are the symptoms of the condition?

   c. What is the prognosis (outcome) of the disorder?

   d. What types of treatment are utilized? Are they effective?

e. Is there any method of prevention of the disorder?

6. Give the complete citations of 2 research papers published in the primary literature that can be found in our library *and* summarize each article in 2 to 3 sentences *in your own words*. Use *Index Medicus* or one of the other indexes to find these articles and check to be sure our library carries the journals.

BUSINESS ADMINISTRATION

Evaluation of Library Project

Mohammad Ala

BSAD 280
Fall, 1984

In general, I am pleased by the content of the papers. Most students put good effort into their reports. The reports contained more library materials than the previous semester reports.

When I assign the project again, I will prepare assignment or format sheets and include a few examples of the library resources. I will also ask students to report to me more often so that I will know how they are progressing.

Although students say that analyzing the collected data and/or critique of the published articles are difficult for the level of this course, I plan on keeping the assignment. Students have trouble finding articles which they can understand. This forces them to search more or even look into non-business periodicals. When they are finished, they indicate that they are surprised to find out how various statistical and management science techniques are used in the real-world situations.

In closing, I would like to add that library reports have been an invaluable addition to my Applied Quantitative Methods class. Today, the statistical and management science techniques and their applications are changing so rapidly that we need to depend on the library as a means to update our knowledge and skills. Some students really enjoy doing the library assignment; many others could and that is a challenge which I will strive to meet.

Instructor: Mohammad Ala

Course: Applied Quantitative Methods (BSAD 280). This is a required course in the Department of Business Administration. Enrollment: 35-40 students per section

Assignment: Data Collection and Library Research Reports

A. Data Collection

Collecting and analyzing data in a quantitative classroom can increase awareness and appreciation of quantitative techniques. Since most of the classroom time is spent in teaching the mechanics of the various techniques and the interpretation of the results, students are asked to collect various information. They can do this either by using the resources within the library or designing their own questionnaires and conducting a variety of surveys.

Collecting a "clean" set of data is not an easy task. For this reason, students are told how to deal with the missing values and a base year, for example. It must be added that students are not allowed to collect the desired information unless they can justify why they would want to collect a particular number of observations or variables. Many students have problems in defining the type of variables (Quantitative vs. Qualitative), choosing an appropriate number of variables and observations, and knowing what to do with the collected data. Once these problems are discussed and corrected, they are ready to collect their own data. In the process of discussion, they are given some ideas as where to look for interest rates or GNP over the past ten years, for example.

B. Library Research Reports

Students are also asked to find an article which has applied one of the quantitative techniques that they have learned in the class. They are encouraged to choose a publication in their major areas in which they are interested and which might be useful for their future career. After selecting an article, students must submit two-page typed written reports concerning the weak and strong points of the article. By the time they find their articles, they are taught how to critique an article. For example, they must talk about the sample size and the assumptions of the technique(s) which are used in the article.

Their reports are due one week before the end of the semester. Failure to meet the deadline will affect their grades which account for 20% of their final scores.

C. Important Issues

Most of the students in Applied Quantitative Methods are seniors. It is not the purpose of this course to make students library literates, many of them are supposed to be exposed to instruction in library use in composition courses. However, some students are intimidated by using the library. The main goal in using the library resources should be helping students value it as an important information source on various subjects. Because of the vast amount of knowledge which is changing so rapidly we should depend on the library as a means to update our skills and knowledge.

In order to help my students, I make sure whether or not they:

1. can locate items (e.g., books, journals, etc.) by call number,
2. know the shelving locations of the business books within the UWEC library,
3. are able to use microfilm or microfiche machines,
4. are aware of Interlibrary Loan services.

Moreover, I tell them:

1. the names of the major journals within their fields and give them some ideas about the level of difficulty and quality of the articles,
2. where the Business Periodicals Index is and how to find articles on a topic,
3. about the variety of publications available in U.S. government publications such as statistics and regulations.

Library Instruction Within the Curriculum
Selecting Quality Reading

Robert G. Rowan
Business Administration

Class Assignment

I teach Policy Formulation and Administration, a required course for seniors in the Business School. The course content is directed more to the philosophical rather than the technical aspects of business. One writing assignment constitutes 35% of the course grade. Students are required to write a 4 or 5 page essay based on a quality book of their own choosing. The theme of their essay must bear some relationship to business or as business relates to society. The book is to be one they haven't read before, fiction or non-fiction, old or new, but no tecnical, text or "how to" books. And no two students can select the same book.

Problem Encountered

Students were confused by my use of the word quality in choosing an acceptable book. I was rejecting about one-third of the book titles they were selecting. This bothered me for two reasons: I was ruling on the quality definition exclusive of their evaluation, and they were not going through any mental exercise in gaining their own definition of quality literature.

Library Instruction

I sought help from the Reference Department of the McIntyre Library in directing students to quality reading Members of the reference staff met with with all class sections separately. The students were led through a discussion as to what constitutes quality when it comes to literature. They were then taken through an exercise (copy attached) in using the reference section of the library to validate the quality of their particular book selection.

I then required the students to give me a note stating what factors prompted them to attach the quality definition to their selection. The definition of quality became theirs and not mine, and few ended up reading poor quality books by anybody's definition. Also, about half the students changed their initial selection after going through the library exercise.

There are some students who have difficulty making their inital selection choice. For these students I sought the assistance of Michael Hilger in preparing a list of 35 suggested readings. I find that students who are furnished this list most often choose a title not on the list. What I seek to do here is cause students to widen their horizons in thinking about a quality book they would enjoy reading.

Evaluation

The finished product, i.e., the essay, I received last semester (Fall 84) was superior to previous semesters' submittals. It has been my practice to reject essays that did not receive an A grade on the first submittal. Rejected essays containing my comments were resubmitted for a final grade. I accepted 40% of last semester's essays the first time around - about double the percent of previous semesters. To further assist those whose work was rejected, I select three or four essays to read to the class. In the past, I struggled to find three or four essays that I thought were really that good. Last semester, I had no problem selecting a dozen which meant that every class section heard some of their own work. Moveover, I had a number of students tell me that for the first time in a long time they enjoyed reading a book.

LIBRARY EXERCISE

University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

BUSINESS ADMINISTRATION #449
"Policy, Formulation & Administration"

My book is:

Is this book listed in the McIntyre Library card catalog? yes _____ no _____

What is the call number?

BIOGRAPHY:

What are the author's birth/death dates?

Did the author attend college? yes _____ no _____
Which one(s)?

Which degrees did the author earn?

What is (was, if deceased) the author's occupation?

In what source(s) did you find this information?

PUBLISHER:

Is the publisher of this book included in the Publishers' Trade List Annual?
yes _____ no _____

Does the publisher issue other materials on this general subject? yes _____ no _____

List one in proper bibliographic format.

BOOK REVIEWS:

Is this book listed in any of the book review indexes? yes _____ no _____

Which one? (Give volume, year and page)

Give complete bibliographic citations for two reviews.

To: Barbara R. Stevens

From: Mark T. Spriggs

RE: Library Instruction Within the Curriculum Final Evaluation

The assignment was used in a senior level Marketing course to expose the students to resources available in the Library and how to efficiently access those resources. It was to be integrated into the major research paper for the course. All students groups were to develop a topic and an annotated bibliography prior to final approval for the project.

The main problem was evaluating the completeness of the library research, even with the annotations. It was difficult to tell if they had defined their topic well enough to fully research the available resources or if they had chosen a broad topic and discovered the required number of sources quickly, but not in depth. To help this problem, I may require an outline of the proposed paper to help students know if they have enough information (or too broad a topic) and to aid my evaluation of completeness.

The librarians developed an exercise for use by the students after the presentation. The students reacted negatively to this 'busy work' and would rather have worked on their own topics. When working with seniors, I feel it is their responsibility to implement the learned tools for library research as it applies to their interests. I would reject using these activities except with freshman/sophomore students who may need the additional guidance.

MTS

MARKETING MANAGEMENT 438

Group Project / Research Paper Assignment

Objectives:

1) For students to explore a specific marketing topic in depth.
2) To become familiar with marketing information sources available in the library.
3) To help students in written and oral communication & presentation skills.

Methodology: Students will form groups of three and work together on a chosen topic. Topics must be approved by the instructor. Approval of the topic requires the group to prepare an annotated bibliography.

An annotated bibliography is a short commentary on the article. They are intended to inform the reader of the relevance to the topic being researched for the paper. For each annotation, record the following information:

1) Source for the citation
2) Author or editor of the citation source
3) Date, Volume, and Page of the citation source
4) Author of article
5) Name of Article
6) Periodical Title
7) Volume, Issue, and Date of Periodical
8) Pages of Article
9) Annotation--BRIEF!

Suggested format is 3X5 Index cards for the Bibliography. Due date is October 15.

Format: Typewritten copy of final research paper is due Tuesday, NOV 27. Group presentations will be given during the last two weeks of the semester.

Library Assignment - Research Project

Marketing Management 438

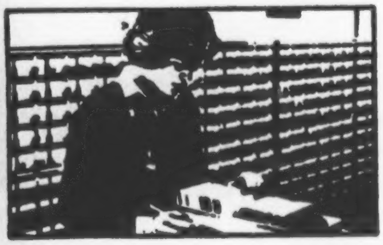
Your assignment is to develop a bibliography for your chosen topic of at least 30 sources of information. These sources should be drawn from a variety of different library tools. To help you develop your bibliography list, there are a number of tools available in the Library. Some suggestions to get started are:

1. Subject Card Catalog
2. Encyclopedias
3. Annual Report Files

   Wall STreet Journal Index

5. Business Periodical Index
6. Professional Abstracts
7. Reference Section - Business
   a. Dictionaries
   b. Encyclopedias
   c. Trade Associations
   d. Buying Power Surveys
8. Industry Surveys and Forecasts
9. Census Publications
10. Government Document Publications

The above listing is a suggested starting point. Some may not be relevant for your chosen topic and others not listed may be valuable sources for your topic. The purpose of this library excercise is to familiarize you with the sources available and how to effectively search for/through them.



LIBRARY EXERCISE

University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

Business Administration #438 - "Marketing Management"

The purpose of this exercise is to acquaint the student with several aspects of McIntyre library: the card catalog, the periodical and newspaper indexes, and government documents. Mastery of these and other tools of the library will enhance the student's use of the library.

1. Use the F & S Index of Corporations and Industries to find one article on "Market information" in the Beer industry. Give a proper bibliographic citation for this article.

Do we have this in our library? (Use the Periodicals holding list)

2. Use Business Periodicals Index to find one article on "trade shows." Give a proper bibliographic citation for this article.

Under what subject heading did you find this article?

3. Use Business Periodicals Index and Abstracts to find an article about "direct selling."

Give the author(s) of this article. (You will have to look at the abstract entry to find the author.)

The following questions may be answered using sources found in the Documents Department.

4. Find any volume of the Index to Government Periodicals between 1970 and 1983. Use the handout that explains how the Index works.

Look up the subject "Marketing" and choose an entry of interest. (Write it in the space provided below.)

Find the periodical's classification number in the front of the Index.

____

Check the shelves for that classification number to see if the Library has the issue of the periodical you need. Circle the appropriate answer.

YES NO

Provide a proper bibliographic citation for the article.

5. Using the handout CENSUS PUBLICATIONS: BUSINESS AND INDUSTRY to help you, find ONE of the following publications on the shelves.

Census of Retail Trade, 1972.
Census of Wholesale Trade, 1972.
Census of Service Industries, 1972.

Answer ONE of the following questions:

In 1972, were there more liquor stores in Eau Claire or Kenosha? Give the source and page(s) of your information.

In 1972, did LaCrosse or Green Bay have more funeral service businesses? Give the source and page(s) of your information.

In 1972, were there more wholesale manufacturers in Chippewa or Monroe county? Give the source and page(s) of your information.

Books:

title
author → Morgenthau, Hans J. In Defense of the National Interest.
New York: Alfred A. Knopf, 1952.
place of publication publisher date of publication

Journals:

title
author → McElvanine, R.S. "Jimmy Carter: Populist or Politician?"
Intellect 106 (April 1978): 368-71.
title of journal volume date pages

Documents:

BEST COPY AVAILABLE

author (government agency)
U.S. Department of the Interior. Geological Survey.
title → Mineral Resources of the Dolly Sods Wilderness Area, Grant, Randolph, and Tucker Counties, West Virginia.
Washington, D.C.: Government Printing Office, 1980.
place of publication publisher date of publication

An Evaluation of the Library Assignment Developed For Marketing Research

Robert Sutton

The "Library Instruction Within the Curriculum" workshop motivated this instructor to develop a more organized library assignment than what had been constructed in previous semesters. These earlier assignments required students to use library sources but the results usually ended up similar to the hamburgers portrayed in Wendy's commercials, all bun and no beef. The reasons for these results were not always clear, but it was hoped that the instructor could improve the results by providing students with more specific instructions on how to start looking for information that could be used in completing a particular assignment.

This semester's assignment was constructed so that students were forced to use certain sources of information: specifically, the use of government census information. They were also given specific instructions as to how to go about finding the needed information.

After being given this type of preparation, students' papers did indicate an increased use of library sources compared to other assignments completed during previous semesters. The students not only looked in the required government documents but went beyond those and found secondary sources that supplemented the information obtained from the primary sources. After gathering the information, the students more often properly incorporated it into their papers. After students completed this assignment in the proper manner, which most of them did, it would be safe to assume that the students developed a much better understanding of how to use and find information in these government documents plus others that are similar.

The biggest drawback with this assignment was its narrow focus. While the students became very familiar with the government census information, this information covers a very narrow range of material compared to the totality available in the library. Since many of these other sources are used on a regular basis by marketing researchers, students should also be familiar with them.

A second drawback pertains to the census tract a student selected. Students who selected tracts they were unfamiliar with seemed to be more interested in the assignment compared to those who selected the tract their family resides in.

The next time this assignment is used, changes would be implemented to correct these drawbacks. The first one would be handled by expanding the topic to include the use of more information sources. Specifically, the assignment would be reconstructed so students would have to use more of the source that marketing researchers use on a regular basis. Also, the assignment would be modified so all students were researching an unfamiliar census tract.

While the instructor found the papers to be quite interesting, student reaction was mixed. As was indicated earlier, those students researching an unfamiliar census tract seemed to involve themselves more and enjoy the assignment more than those subjects researching a familiar tract. On the other hand, it appeared as though all the students got something from the assignment as they could be seen comparing information and discussing how tracts were similar and different.

In conclusion, the instructor felt the assignment was worthwhile and will use a modified form of it again.

LIBRARY RESEARCH PROJECT

The purpose of this project is to introduce you to resources of the library that, up until now, you probably have not used in your academic career. Whenever a class project requires you to use library resources, you may have had difficulty finding information. As many other people have discovered and you probably will also, the problem is not the lack of information since it is usually located in many sources but rather how to identify the appropriate sources for the information you seek. This project is designed to introduce you to new information sources and hopefully, maybe new methods that can be used in any information search.

The adventure you are to undertake requires you to find information on four topics:

1. Demographic information for the census tract your family resides in if it also lies within an SMSA. If you live in an area for which information is not divided by census tract, select any tract lying within an SMSA to report on.

In your demographic description include information about:

- a. modal age category and mean age,
- b. modal year of school completed,
- c. average travel time to work,
- d. number and percent of people 15 and over,
- e. mean family income for families with,
    - -1 worker
    - -2 workers
- f. modal income category, and
- g. median mortgage expense and median monthly rental expense for those families without mortgages.

2. Demographic information for the city the census tract used in part 1 is found. Include information for the same demographic variables used in part 1.

3. Collect information about the economic health of the city used in part 2. Use the following variables:
    - a. size of civilian labor force,
        - - number and percent employed
        - - number and percent unemployed
    - b. number of people employed with technical, sales, and administrative support occupations, and
    - c. percent of families below the poverty level.

4. Identify the county within which the city used in part 2 lies. Select four industries located in that county during 1982 and determine:
   a. number of employees in each industry,
   b. first quarter and annual payroll in each industry,
   c. average annual income, and
   d. number of companies in each industry.

Use the information collected above to demographically describe the tract and city used in parts 1 and 2 and then compare the two descriptions and identify how they are similar and different. Then demographically describe the industries you found and based on these descriptions indicate which if any of these industries is the healthiest. Then describe the economic health of the city.

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT

January 14, 1985

TO: Participants of "Library Instruction
Within the Curriculum"

Ms. Susan M. Straw S. Straw
Department of Business Education
and Administrative Management

LIBRARY INSTRUCTION ASSIGNMENT WRITTEN EVALUATION

Background for Assignment

The enclosed library assignment was developed for BSED 271, Word Processing Applications. This is a sophomore-level course, comprised of students majoring in Office Administration/Secretarial Administration and Business Education.

This assignment was given as an optional, extra-credit project. The purpose of this assignment was to familiarize the students with the use of reference materials. Because more administrative responsibilities are being assigned to the secretary--especially with respect to researching information needed by executives--knowing what references are available to the secretary and how to access these references is very important.

This assignment gave the students an opportunity to access a variety of reference materials and also familiarize them with the reference area at McIntyre Library. The students were introduced to the appropriate reference materials (for each situation in the assignment sheet) and their location in the McIntyre Library reference area by the instructor.

The students used this information they collected in composing, keyboarding, and formatting correspondence to complete the assignment.

Positive Aspects of Assignment

The students who completed the library instruction assignment enjoyed it! They were surprised at the many reference tools available to the secretary for researching information.

The students especially enjoyed collecting the information and then using this information in composing, keyboarding, and formatting correspondence using a word processing software package on the IBM PC.

Negative Aspects of Assignment

The library instruction project was not assigned until the students were proficient using the word processing equipment, which was toward the end of the semester. Because of the time element, the assignment was given as an extra-credit project.

Changes for the Future

This project is very worthwhile--one from which the students can learn and have fun at the same time!

One change for the future would include giving this assignment as a required project early on in the semester. Another change would be to add more reference sources to the assignment and possibly give this assignment as a group project.

jp

Enclosure

BSED 271
WORD PROCESSING APPLICATIONS

LIBRARY INSTRUCTION ASSIGNMENT
--USING REFERENCE MATERIALS--

More administrative responsibilities are being assigned to the secretary, especially with respect to researching information needed by the busy executive. Researching information takes time, a degree of knowledge about the subject or topic, and organizational skills.

Sometimes it is difficult to know exactly where to go to find adequate information for a research report or speech. The secretary must be ready and willing to spend considerable time "digging" for sources of information.

The purpose of this assignment is to:

1. FAMILIARIZE you with the reference materials available to you as a secretary.

2. USE a variety of reference materials to answer the questions in this assignment.

3. ACQUAINT you with the reference materials and their location at the McIntyre Library.

REFERENCE MATERIALS

1. Dictionary: Look up, identify, and give the correct pronunciation of the following: Pierre, Worcester, Baton Rouge, Eau Claire, San Joaquin, Puerto Rico.

2. In looking up quotations, you will find the following abbreviations: Ib.; ibid.; can.; v.; l.; and st. What words do they stand for and what do they mean?

3. Find meanings for abbreviations as follows: USES, FDIC, CPA, CLU, EKG, VIP.

4. Mr. Hinman received an invitation to serve as a panel member for the next program of the local NSA chapter. The topic to be discussed is "Words: Synonyms and Ideas." To assist him prepare for this program, you are asked to complete the following assignments. Present them in good typewritten form.

a. Some words are frequently overworked in letter writing. Prepare a list of synonyms that could be used for nice, unusual, important, put, fine, and get.

b. From the index of a thesaurus, select a word with at least three sublistings. Type a report giving (1) the original word, (2) the three sublisted words, and (3) at least five additional words or phrases for each (together with their parts of speech) gleaned from the sublistings.

5. Quotations:

a. Your employer has asked you to find several quotations on the subject of friends so that he can choose one to use in a speech. He is the retiring president of the local Rotary Club and wants an appropriate quotation for the introduction to his talk. Select five quotations.

6. Mr. Hinman has put the following note on your desk:
"Please get me a list of eight hotels or motels, with addresses and phone numbers, in this locality or in nearby cities. Select the facilities which would be most appropriate. This is for a meeting of our salesmen. Send the list to C. A. Jones in the Advertising Department, and make a photocopy for my file." (Use a Memo Form)

7. Mr. Hinman has selected you to represent United Products before the Secretarial Club at the local high school. You are to give a brief talk on "Almanacs--The Secretary's Friend." Consult a current almanac and select five topics you feel you could develop into an informative talk. Type the items neatly on a sheet of paper and add any notes you feel would relate them to a secretary's work.

8. Compose brief paragraphs in answer to six inquiries given you by Mr. Hinman. Make each of your replies complete, so that he will recall what he asked. Give the sources of information, and provide a suitable heading for the page. You will need to consult various references. Type all the material on one sheet of paper.

a. Judson Mosely used S J D after his name as the author of a magazine article. What does it stand for?

b. What do e.g. and i.e. stand for and how does one differentiate their usage?

c. When "mecca" is used to connote a goal, rather than in its geographical sense, must it be capitalized?

d. What do Samuel F. B. Morse's middle initials stand for?

e. What is your state motto?

f. What is the meaning of Chacun à son goût? (In typing foreign words and phrases, be sure to add the accents in pen if they are not on the typewriter)

g. What were the populations of these three cities in 1960 and in 1970: Grand Forks, North Dakota; Indianapolis, Indiana; and San Diego, California?

9. Knowing details not primarily connected with your work is not so important as knowig where to find the information when needed. Find the correct answers to the following questions; then type your answers neatly. (Tell where you found answers)

   a. A visitor remarks, "This office would be utopia if it had air conditioning." What does utopia mean?

   b. Whose face was said to have "launched a thousand ships and burnt the topless towers of Illium?"

   c. In what year did George Washington become the first President of the United States?

   d. What is meant by the Dow Jones Average?

10. Where is a post script located on a letter?

11. What is the circulation (number of subscriptions) of SEVENTEEN?

12. Were there any magazine articles written on nutrition during 1970-71? If so, what were they?

13. What is the State Flower of Minnesota?

14. Which congressional district are you in?

CITY DIRECTORY

1. What communities does the local City Directory serve?
2. Who publishes your City Directory?
3. Is the place where your parent/guardian works listed?
4. What is the population?
5. How many parks does your city have and what is their total acreage? Which one is nearest your home?
6. Who is the City Manager or Mayor?
7. Give the name of the councilmen who govern your city. How many are there?
8. Where is the nearest fire station?
9. Who is the fire chief?

Below are 12 items of information that a secretary might need in his/her work. In the column at the right, list various sources in which this information may be found.

Informtion Desired Source

1. The capital of Nevada 1. ____________________

2. The name of a hotel in Yankton, South Dakota 2. ____________________

3. Whether Pittsburgh or Pittsburg is the preferred spelling of the name of a city in Kansas 3. ____________________

4. The name of a nearby package delivery service 4. ____________________

5. Where to divide the word SERVICE 5. ____________________

6. A brief quotation using the word PEACE 6. ____________________

7. How to write in the body of a letter an amount less than one dollar 7. ____________________

8. The home address of a local customer 8. ____________________

9. The correct spelling of the name of a Congressman from your state 9. ____________________

10. The business standing of a prospective customer in Chicago 10. ____________________

11. The author of an article published in a recent periodical 11. ____________________

12. Suggestions for the correct order of items in an agenda for a business meeting 12. ____________________

COMMUNICATION DISORDERS

Final Evaluation
of
"Library Instruction Across the Curriculum"

Margaret H. McMillen, Ph.D.
Department of Communication Disorders

This workshop proved to be extremely valuable in a twofold manner. First, it helped to familiarize me, as a faculty member, with more recent library tools to use in library research plus the availability of library personnel to provide me and my students with search strategies that were either unfamiliar or overlooked which subsequently would make the search more efficient and effective.

Secondly, it provided students the opportunity to locate sources that would contribute to writing research papers based on information contained in sources other than the familiar books and journals directly related to our field of specialization in Communication Disorders. This was of particular importance since it had become apparent that major papers were being written by upper division and graduate students with a minimal number and sometimes irrelevant bibliographic references, thereby lessening the quality of the papers. At the conclusion of the seminar the students were asked to write anonymously their opinions of the Annotated Bibliography assignment (attached). The responses below attest to the value of such an assignment.

Student Comments

1. Very helpful in organizing sources for the paper. Had I not done the annotated bibliography it would have been more difficult to keep track of what information fell into the limits of my topic and what did not.

2. The 1973 or later limit was good in that it restricted me to using the more current literature, but I came across major sources that later studies were based on, and it would have been useful to include these in my paper. I would suggest limiting the sources used to a certain number, for example, no more than five sources prior to 1973. The earlier sources could be useful and relevant.

3. Requiring us to use or at least review articles from other sources (e.g., documents) would have been a good idea. Although not everyone would be able to use the sources, it would be good to require us to at least explore the information in other areas of the library.

4. I'd never done an annotated bibliography before, so it would have helped if I had made an outline of my paper before even starting the annotated bibliography. Maybe making this suggestion would help others in preparing their annotated bibliography. I feel that my annotated bibliography would

have even been more useful if I had done the outline before starting the annotated bibliography.

5. Some suggestions may be to go over a sample bibliography before requiring a written one. I had never done one previous to this. Also, meeting with the student about the progress they are making in research and narrowing of their topic is always helpful. Overall, it was a good learning experience.

6. Writing the annotated bibliography did help me a lot. It was a lot of work, but it forced me to find my resources rather quickly, choose appropriate selections and helped to get me better organized. Also, it really made me aware of many new resources that I didn't know about. Since resources were not available through the library, this project made me look elsewhere for sources of materials and that really was a valuable experience for me even though it made my project more difficult to do.

7. The library search would not have helped me much since I wasn't able to use it (the library). The library I had access to had very little information on speech/language or even handicapped children. (This was an employed student who lived in a remote area a considerable distance from a university library.)

8. I felt the annotated bibliography was helpful in preparing my research paper. It provided me with an opportunity to find out about resources I did not know about and ways of obtaining that information. The session in the library was helpful to show me more research strategies. I feel I spent less time looking through materials and indexes that did not contain material for my paper. The bibliography gave me a very good base for my research paper.

9. The assignment was helpful. I have never written an annotated bibliography. It made me become a more critical reader. I also learned how to summarize the article aspects more concisely. It did provide a good source for future reference. It also helped having a rejection list. I had to think about each article and its potential advantage to the paper. Thirty sources seemed like a lot. At times I felt like I was digging for sources. The library meeting helped though. I had never heard of some of the reference books before. I think I have become a more effective researcher. The project was very worthwhile. I would recommend doing the same next time in class. I might recommend twenty-five instead of thirty sources. Sometimes it was hard to organize material from so many sources.

Personal Reactions

The library instruction , hands on library search, and demonstration of computer application by the bibliographic research librarian, Ms. Barbara Stevens, clearly made success of this project possible. The assignment will continue to be included in this and other classes I teach with modifications gleaned from students and other workshop participants. Inclusion of examples of some representative sources could have expanded the breadth of selections. Limiting to post 1972 publications had both positive and negative value. It did focus on current publications but inhibited inclusion in final papers of earlier critical, pertinent research. This, however, can be easily remedied by clearer instructions for the final paper by the instructor. The fact that none of the students had written an annotated bibliography nor recognized its value in writing a research report has implications for introducing this procedure in lower level courses which require written reports. Finally, the quality of the reports appeared to reflect the value of the library assignment. They contained less personal conjecture, included more current views, had a sharper focus on the subject, were better organized and better documented.

CDIS 764 Developmental Language Disorders

Fall 1984
M. H. McMillen, Ph.D.

Course Requirements:

A. Annotated Bibliography

1. You will prepare for your final paper by exploring the literature published after 1972.

2. You will submit an annotated bibliography of a minimum of 30 articles which you will use in your final paper.

3. You will submit a list of a minimum of 10 articles which you rejected as inappropriate with the reason for the rejection.

4. All bibliographic entries must have accurate citations and be typed.

5. Due date: Week 9.

Annotated bibliographies are critical commentaries on the articles, they are not abstracts of the articles. They are intended to inform the reader of the relevance to the topic being researched for the final paper. The articles included should support or negate the issues presented in the introduction, body, and summary of conclusions of the paper. Globally or peripherally related articles would not be considered appropriate.

Assistance in developing a research strategy for discovering pertinent library resources will be conducted during one class session under the direction of a research librarian on the date listed on your timetable.

B. Final Paper

1. All paper topics must be approved by the course instructor.

2. Papers must be in the APA style and be typed.

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3. Due date for paper: Week 14

The following subjects could be considered appropriate for the final paper as they relate to one of the following populations: mental retardation, autism, epilepsy, cerebral palsy, hearing impaired, multiply handicapped.

a. differential diagnosis of developmental language disorders

b. lannguage-based curriculum construction

c. transdisciplinary approaches to teaching the language disabled individual

d. models and methods for program evaluation

e. building augmentative communication programs

f. functional communication for the adult developmentally disabled

CHEMISTRY

Final Report, Library Instruction Within the Curriculum

Philip J. Chenier
Department of Chemistry
December 14, 1984

Students had much less difficulty utilizing the library in helping them to write their extensive case studies this semester compared to previous years. The more detailed library search strategy given to them at the beginning of the semester definitely improved their ability to use the library intelligently. I received fewer questions such as "Where do I go next?" and fewer complaints such as "I can't find enough material in our library."

Although the quality of the reports was probably about the same as in previous years, some new references were found. This may have been due to better library searching by students. Students also did much better on the quizzes that they took on other student reports. This does not directly relate to new library methods, but may have in part been caused by increased interest by students in studying others' reports because of the more pleasant experiences they themselves felt when they prepared their paper with proper library use.

Philip J. Chenier
12-14-84

University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701

Department of Chemistry
(715) 836-3417

TO: Participants in the Seminar on Library Instruction Within the Curriculum

FROM: Phil Chenier Phil Chenier

DATE: July 11, 1984

RE: Use of the Library in Chemistry 411

The accompanying handout and copy of references will be used during the fall of 1984 in Survey of Industrial Chemistry. This is a senior level course for 3 credits which is required of all Chemistry-Business majors and strongly recommended for chemistry majors. The emphasis is on applied, practical chemical technology and covers not only the chemistry of important processes but also the business and economic aspects. Many areas of the chemical industry are covered in class but obviously everything cannot be included.

Students are asked to write a paper on a topic not covered in class. They must choose the topics in two weeks, develop an outline in six weeks, and turn in the finished paper at mid-term. The reason for the early due date is that students will then be asked to read and study three other reports by fellow students and pass a short multiple-choice quiz (written by the instructor) on these reports. Thus they are able to select one subject to study in depth and three other topics of their choice to study to a lesser extent beside those covered in class. The report will contribute 16% to the course grade and the three quizzes combined will count for 10% of the grade. Hour exams and a final make up the remainder.

By this time chemistry students are somewhat familiar with the library, including the use of Chemical Abstracts. But some of the more applied chemical literature may be new to them and they will be exposed to books and periodicals that deal with the economic aspects of the industry as well as the chemistry itself. A similar assignment has been given in previous years but the handout lengthened this year to include the search strategy.

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Fall, 1984

Chemistry 411: Survey of Industrial Chemistry

"Case Study of a New Business Venture"

Dr. Phil Chenier

You have been employed with a medium-sized chemical company for a couple years and are trying to decide if you should make a switch or stay and hope for advancement with your present company, when your supervisor runs into your office one day all excited. He has just received orders from on high to stop all current work and begin to accumulate data on a possible new business venture for your company. The vice-president of research would like to know if this new area has any potential and future before the company makes a multi-million dollar investment.

Naturally your immediate supervisor is too busy with day-to-day administrative chores to devote all of his time to one thing. So he appoints you to do the search and write the report. The vice-president wants a detailed report including "all pertinent information," but no details other than a statement of the subject is given. He does want your opinion as to the advisability of entering this new area as well as detailed factual information. It's up to you to please him. Knowing that this is your big chance with this company and both you and your supervisor will probably sink or swim with the results of this search, you make up your mind to do the best job possible.

To fulfill the more immediate concerns of our course, this report will be worth 100 points. The list of possible subjects is attached. The choice of subject will be given to you and must be made by September 10. Any other subject must be cleared the first week of class by the instructor. A 1-2 page detailed outline must be handed in by October 5. You are to make two copies of the final report, which is to be 10-30 pages of double-spaced typewritten pages or its equivalent in your neat handwriting. One copy will be kept by your immediate supervisor (the instructor for this course).

The type of information contained in the report will vary with the subject. Certainly all pertinent chemistry must be discussed in detail. The economic and business aspects of the subject must be covered thoroughly. Of course the best English grammar and style must be used throughout. Provide up-to-date information to aid the vice-president in making his decision. References used should be included. The format is up to you. Since the vice-president must make this decision on or before November 7 your report must be forwarded at that time. Severe repercussions will result from non-punctuality. You will lose your job (be penalized 5 points per day).

Your library search strategy and approach to the report format will be dictated by the type of subject. Do not hesitate to contact the library staff or the instructor for additional help. You might wish to follow the general search strategy given below:

1. Read the leading reference.
2. Consult Kirk-Othmer's Encyclopedia of Chemical Technology under various possible subject headings. Also learn how to use the index of this valuable reference book.
3. Check the books listed in the course outline and placed on reserve. They are key sources for many topics.
4. See if our library has other references suggested in the sources used to this point.
5. Don't forget the value of the subject card catalogue for books and Reader's Guide to Periodical Literature for periodicals. Also learn how to use the General Science Index, which is even better for science periodicals.
6. Browse recent issues of the periodicals listed in the course outline.
7. It is usually not necessary to go to Chemical Abstracts and the highly technical chemical journals for this type of assignment but don't hesitate to do so if it appears to be needed.

Good Luck!

Possible Subjects for Case Studies

Subject	Leading References
1. Bromine, Inorganic Bromides, and Brominated Organics - Manufacture and Uses	Kent 232-233, also Kirk-Othmer 3rd, vol. 4, 226-263
2. Carbon Black and Other Forms of Industrial Carbon	Shreve and Brink, 120-137
3. Ceramics	Shreve and Brink, 138-155
4. Chemistry of Steel Manufacture	Kirk-Othmer 3rd, vol. 21, 552-622
5. Coal Technology	Kent 66-129
6. Dyes and Pigments	W and R II 399-464
7. Explosives	Kent, 700-717; Shreve and Brink, 349-365
8. Flame Retardants	Kirk-Othmer, 3rd ed, vol. 10, 348-445; *C and E News*, Apr 24, 1978, pp. 22-36; *C and E News*, Mar. 7, 1983, pp. 15-18
9. Fluorocarbons as Aerosols and Refrigerants	Kirk-Othmer, 3rd ed., vol. 10, 829-874. *C and E News*, Sept. 13, 1982, pp. 15-34
10. Food Additives	W and R II, 383-398
11. The Glass Industry	Shreve and Brink, 179-197
12. History of Industrial Chemistry	F.S. Taylor "A History of Industrial Chemistry" TP15.T3, 1972
13. Industrial Catalysts	W and R I, 220-239
14. Industrial Fermentation	Kent 631-699
15. Industrial Solvents	W and R II, 280-303
16. Lubricating Oils	W and R II, 304-319
17. Metals and Alloys	Shreve and Brink, 224-238
18. Misc. Non-Cellulosic Fibers	Kent, 414-422

19. Nuclear Power	Kent 862-916
20. Oils, Waxes, and Fats	Kent 428-449
21. Photographic Products	Shreve and Brink, 366-379
22. Plasticizers	W and R II, 320-338
23. Plastics of the Future	W and R II, 83-97
24. Portland Cement	Shreve and Brink 156-178
25. Sugars	Kent 577-606
26. Synthetic Fuels	C and E News, Oct. 26, 1981, pp. 22-32 also Chemtech, Dec., 1982, pp. 744-750
27. Vitamins	W and R II 371-382
29. Zeolites	C and E News, Sept. 27, 1982, see also Kirk-Othmer, 3rd ed., vol. 15, pp. 638-669

IVE SYNTHESIZED A NEW CHEMICAL COMPOUND
GREAT
TOO BAD I CAN'T SYNTHESIZE A PROGRESS REPORT
Brunner

VI. TEXT

W and R I - Wittcoff, H.A.; Reuben, B.G. "Industrial Organic Chemicals in Perspective. Part One: Raw Materials and Manufacture"; Wiley-Interscience: New York, 1980, TP 247.W59, 1. In the textbook library.

W and R II - Wittcoff, H.A.: Reuben, B.G. "Industrial Organic Chemicals in Perspective. Part Two: Technology, Formulation, and Use"; Wiley-Interscience: New York, 1980. TP 247.W59, 2. In the textbook library.

VII. OTHER REFERENCES

A. Books on reserve in the library:

K - Kent, J.A. "Riegel's Handbook for Industrial Chemistry," 8th ed.; Van Nostrand Reinhold Co.: New York, 1983. TP145.R54, 1983.

S and B - Shreve, R.N.: Brink, J.A., Jr. "Chemical Process Industries," 4th ed.; McGraw-Hill Book Co.: New York, 1977. TP 145.S5, 1977.

L and M - Lowenheim, F.A.: Moran, M.K. "Faith, Keyes, and Clark's Industrial Chemicals," 4th ed.; Wiley-Interscience: New York, 1975. TP 200.F3, 1975.

T - Thompson, R. "The Modern Inorganic Chemicals Industry"; The Chemical Society: London, 1977, HD 9650.1.M62, 1977.

Kline - Curry, S.; Rich, S. "The Kline Guide to the Chemical Industry," 4th ed.; Charles H. Kline and Co., Inc.: Fairfield, NJ, 1980, HD9651.4.K57, 1980.

S and C - Seymour, R.B.; Carraher, Jr., C.E. "Polymer Chemistry: An Introduction"; Marcel Dekker: New York, 1981, QD 381.S483.

Later in the semester selected case studies will be on reserve for the quizzes.

B. Library Reference Book:

Kirk-Othmer's "Encyclopedia of Chemical Technology." TP9.E685 reference. A multi-volume authoritative work. The 2nd edition is in the regular stack but is older. The 3rd edition is in reference only.

C. Periodicals:

1. Chemical Marketing Reporter
2. Chemical Week
3. Chemical and Engineering News. Membership in the American Chemical Society is strongly recommended and this periodical is part of the membership. If you are a chemist you should be reading this every week. An annual index is available in our library.
4. CHEMTECH

D. Materials on reserve in the library:

1. "Key Chemicals and Polymers" from a series in Chemical and Engineering News. QD30.CX.
2. "Chemical Profiles" from a series in Chemical Marketing Reporter. CHE/PR.
3. "Facts and Figures for the Chemical Industry" from Chemical and Engineering News. CHE/IN.
4. Old tests.

E. In the Learning Resource Center, Phillips 483:

1. "Polymers," a tape casette and study guide prepared by Professor Joel R. Klink. VB 306.
2. "Industrial Organic Chemistry," a tape casette and workbook prepared by Professor H.A. Wittcoff. VD 825.

ENGLISH

TO: Barbara Stevens
McIntyre Library

December 14, 1984

FROM: Charles Hanson
English Department

SUBJECT: Evaluation of Special Library Assignment

The paragraphs below include my *description* of the assignment along with my *evaluation* of it.

Need for Assignment

The research papers written in my English 110 classes have often impressed me as being shallow in content. Although I prefer to let students choose their own topics, I have often been disappointed when the topics selected have seemed to require very little critical thinking. All too often students are content simply to gather facts to support previously conceived ideas; they have not thought of library research as a means of solving problems or answering hard questions. To help students develop their ability to think critically, I have wanted a library assignment that would require them to rely on the library in order to come up with good answers to tough questions.

Assignment Given

The following research assignment was given after the English 110 class had already had four days of library instruction (including two days spent *in* the library to complete two different library exercises). The class had also been required to use library materials (books, periodicals) in two shorter writing assignments.

Library Instruction. The two library exercises introduced students to the resources in the reference section of the library and also to the periodicals, microfilm cabinets, and microfilm readers on the second floor. The exercise in reference tools required them to get acquainted with such indexes as the *Social Sciences Index* and the *Essay and General Literature Index*, to work with special encyclopedias such as the *Encyclopedia of Philosophy* and the *Encyclopedia of Education*, and to use special bibliographies such as the *Harvard Guide to American History*. Class sessions were used to make students aware of the uses of such tools and to help them see that different subjects would require different search strategies.

Specific Assignment. The research assignment began with a reading of Arthur Miller's *The Crucible*. The play was discussed thoroughly in class, and students had to pass an essay exam focusing on basic elements and themes. Students then had an opportunity to choose *any* topic that was even marginally related to *The Crucible* (thus they *were* allowed to choose their *own* topics). The only stipulations were that (1) the topic be controversial enough to have two sides for debate and that (2) the rhetorical pattern used to organize the paper be a conventional *persuasive* pattern. To help students find good topics, I suggested such possibilities as these: the witchcraft scare was a prank that got out of hand (pro or con); the witchcraft scare illustrates the effects of mass hysteria (pro or con); Miller makes good use of history in the play (pro or con); the play is a good example of modern tragic drama (pro or con); the play offers real insight into the McCarthy era (pro or con); McCarthy had good reason to sound the alarm against Communists in American government (pro or con); Miller's use of the love triangle enhances the dramatic impact of the play (pro or con); and a number of similar pro-and-con topics. Students also had a chance to propose topics that were not on my list of suggestions. My main concern was that each student have a significant topic that would require them to use the library in new ways--a topic that would make them "stretch."

Positive Results

Although the special research assignment was not as successful as I had hoped, there were some positive results. Students still had considerable freedom of choice in selecting topics for research, for one thing. The topics chosen were consistently significant and challenging; they were also unfamiliar enough to prevent students from merely filling in data to support previously held opinions. Students thus had a chance to break new ground intellectually. They also had to use a variety of library materials (they had to use more than one index, more than a few books, more than a few periodical articles); they couldn't find all their material in just one place. They had to search.

Negative Aspects

Despite the fact that students had to work with controversial issues, many of them still had trouble seeing more than one side of an issue. (For students who could see that Miller had distorted the actual facts of history, for example, it was hard to comprehend that some people might logically believe that Miller's use of history could be justified artistically.) Perhaps this difficulty in seeing more than one side--in understanding that even the opposition might have a cogent argument to make--is simply the result of intellectual immaturity (most students in the class are just 18 or 19 years old). Another built-in problem resulted from having students doing research in a variety of disciplines (English 110 is a skills class, of course, not a class that emphasizes a specific content); and because there were students working in many fields, it was impossible for me to present one archetypal search strategy--one fundamental pattern that would work for all. There were so many different patterns for locating information. Some students did pretty well on their own; others sought help and got it; still others tried to go it alone and got rather frustrated when the information they needed could not be found easily. (But at least every student had to look.)

Solutions?

I intend to make several changes in the way I teach the library research paper. Next semester I will experiment with a less demanding rhetorical strategy than the persuasive pattern. Perhaps a comparison-contrast pattern will make it easier for students to generate the ideas (and to find the information) needed for developing a research paper. For some reason, the need to persuade did not help students do better research. I will also plan several shorter assignments to be done before the research paper, each shorter assignment requiring students to use certain reference tools. (One assignment, for example, will require everyone to use the Social Sciences Index, and another one might require everyone to use a certain abstract or bibliography.) The purpose in specifying certain tools will be to help students develop search strategies before they begin the research paper project. A third change might be to make the library instruction a little less concentrated--to give the class what it needs to know in smaller doses, and to administer those smaller doses consistently through the semester, beginning in the first or second week.

GEOGRAPHY

FINAL EVALUATION

LIBRARY INSTRUCTION WITHIN THE CURRICULUM

J. B. FOUST

I found this workshop to be very worthwhile. Through it, I was able to add a substantial library component to Geography 200, Sophomore Proseminar. This is a required introductory course for all majors which exposes them to the major paradigms of the discipline. Each student writes six short papers in the course and these exercises form the basis for much of their subsequent work in more advanced geography courses. Using the library effectively, therefore, is a very important skill for them to acquire during the semester.

In the past, I had relied on the introductory library tour and exercise which had been designed for geography majors. After this brief introduction, students were generally left on their own, but I had to constantly help them with library work for each of the six papers. The library/bibliographic components which I designed after taking the workshop seem to have improved the use of the library a great deal. I still had them introduced to the library with the tour/project during the first week of the semester. The exercises embedded in each paper, however, seemed to gradually acquaint them with various aspects of library/bibliographic research and greatly cut down on the number of questions about data, sources, and other materials. The quality of papers improved over previous years and I felt that students seemed much more comfortable with using the library. The exercises can be improved, of course, but I feel that even this initial application of the ideas gathered in the workshop has been most successful.

GEOGRAPHY 200
SOPHOMORE PROSEMINAR
SPATIAL ORGANIZATION
FALL/1984

PAPER #1

This is the first paper of the seminar. Both the topic and specific techniques are assigned.

TITLE: "THE ORIGIN OF UWEC STUDENTS: A GRAVITY MODEL APPROACH"

MODEL: The "Gravity Model" is a theoretical construct commonly used in the Spatial Organization Paradigm. It generally takes the form:

$S_{EC,j} = P_j/D_{ECj}$ Where: $S_{EC,j}$ = students from County j attending UWEC,

P_j = population of County j, and

D_{ECj} = distance from County j to Eau Claire

DATA: Table 1 gives the following data:

1) EAUPCT=the percent of total UW-System students at UWEC from a given county.
2) P/D=an index based on the *population* of each county divided by the *distance* from Eau Claire which forms the independent variable of the gravity model.
3) UWECPCT=the percent of total UWEC students from a given county.
4) RESIDUALS=residuals from regression (expalined below).
5) A final data source is a graph showing the relationship between the number of students at UWEC from each county and P/D. Notice that as the value of P/D increases, the number of of students also increases.

MAPS: Geographers generally begin every study by making a series of maps. For this paper, make the following maps:

1) Choroipleth map of UWECPCT.
2) Choropleth map of P/D.
3) Choropleth map of significant positive and negative anomalies.
4) Isopleth map of EAUPCT values taking into consideration other UW campuses.

GRAPHS: Each dot on the attached "scattergram" (Page 4) represents a coun A regression line has been drawn which shows the "average statistical" or "best-fit" relationship between the number of UWEC students and the P/A index. The two lines on either side of the regression line represent the "standard error of estimate" or the "normal" limits of the function. We generally expect that most points (counties) to fall within these normal limits. Those that do not are *anomalies*. The deviation from the regression line are given under the heading "Residuals" on Table 1. Counties between -1 and +1 are within one standard error; those beyond -1 and +1 are anomalies. This index allows us to see the degree of "abnormality," *e.g.*, Brown County is more of an anomaly than Chippewa. Map #3 should show positive anomalies in one color and negative colors in another.

PAPER: Write the paper from the maps and graphs. Be sure to identify and talk about each map and the graph. The statistical relationship between the two variables is significant. That the model works is a good example of the spatial organization approach. Discuss this in your paper. You should also discuss the anomalies. How could other concepts of the spatial organization be incorporate? What other variables might be included? Don't forget to do the library/bibliographic component of this paper.

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TABLE 1
(CONTINUED)

COUNTY	EAUPCT	P/D	UWECPCT	RESiDUALS
ST C	12.25	24.04	0.012	-0.283
SAUK	6.04	13.14	0.007	-0.271
SAWY	30.00	5.40	0.006	0.434
SHAW	8.70	9.90	0.005	0.047
SHEB	4.57	19.98	0.010	0.319
TAYL	25.93	12.79	0.009	-0.387
TREM	27.84	31.05	0.013	-0.484
VERN	5.59	11.56	0.003	-0.488
VILA	17.79	3.89	0.006	0.502
WALW	4.81	11.98	0.008	0.641
WBRN	18.22	5.49	0.004	0.525
WGTN	4.84	15.50	0.010	-0.079
WAUK	5.64	48.99	0.054	4.182
WAUP	10.12	12.74	0.008	-0.058
WAUS	8.86	5.27	0.003	-0.105
WINN	3.81	34.37	0.015	-1.167
WOOD	11.56	37.00	0.024	0.352

CHORLOPLETH VALUES FOR MAPS

EAUPCT	UWECPCT	P/D
>27.70☐	>0.045☐	42.50☐
13.00-27.70☐	0.014-0.045☐	19.10-42.50☐
8.60-12.99☐	0.006-0.015☐	8.60-19.09☐
<8.50☐	<0.006☐	<8.60☐

GEOGRAPHY 200
SOPHOMORE PROSEMINAR
SPATIAL ORGANIZATION
FALL/1984

PAPER #1
LIBRARY/BIBLIOGRAPHIC MATERIALS DUE:________________

OBJECTIVE: Use census materials to prepare a table showning some of the socioeconomic characteristics of your anomaly counties.

SOURCE: *1980 Census of Population.* Use the Government Documents handout you received on our orientation tour of the library to locate this material.

LOCATION: Government Documents
Library Basement

PROCEDURE: Use materials from the *1980 Census* (or later data) to construct a short table showing how your anomaly counties are different from the rest of the state in at least three socioeconomic characteristics (*e.g.,* income, education, etc.). Make sure the characteristics you use have some logical connection with the anomalous nature of these counties. For example, auto ownership might have little logical connection with why a county sends few or many students to UWEC.

CITATIONS: Cite the source used directly below the table following the word *Source:* Use the standard *Annals of the Association of American Geographers* citation format.

BIBLIOGRAPHY: Use the source as one entry in the bibliography for your paper.

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GEOGRAPHY 200
SOPHOMORE PROSEMINAR
SPATIAL ORGANIZATION
FALL/1984

PAPER #2

TITLE: "THE RURAL-URBAN FRINGE OF THE EAU CLAIRE-CHIPPEWA FALLS URBAN AREA"

PROBLEM: Defining the *Rural-Urban Fringe* of the Eau Claire-Chippewa Falls urban area.

1) What is the rural-urban fringe?
2) What is the problem with governmental/administrative definitions?
3) What is the ideal pattern?
4) What would the urban/rural-urban/rural gradient look like on an isotropic surface?
5) What aspects of the real world would modify the ideal pattern?

METHODLOLOGY:

1) Use street intersections per square mile to define the rural-urban fringe.
2) The 1:24000 topographic sheets in the Geography Department corridor should be used to produce a cartogram of the urban area.
3) Use the handout grid sheet to record the street intersection counts.
4) Divide up the work among the members of the class.

QUESTIONS:

1) How well does the real world conform to the theoretical pattern?
2) Are there major anomalies in the pattern? How do they modify it?
3) What is the conceptual basis for the method used?
4) What are some other reasons for using street intersections?

MAPS: Make a base map from the handout grid. The map should contain at least the major rivers, lakes, and highways. Make sure your paper has at least the following *isopleth* maps.

1) Ideal pattern of the rural-urban continuum.
2) Ideal pattern with possible modifications and anomalies.
3) Real-world pattern for Eau Claire-Chippewa Falls using data from topographic maps. (make a rough working choropleth map to produce the isopleths).

LIBRARY/BIBLIOGRAPHY:

Don't forget the library/bibliography component of this assignment!!

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SPATIAL ORGANIZATION
FALL/1984

PAPER #2
LIBRARY/BIBLIOGRAPHIC MATERIALS DUE:________________

OBJECTIVE: 1). Find at least two references to the *von Thünen* model. Each reference should focus on the model as it applies to urban land use.
2). Find an article by John R. Borchert on the Twin Cities Urbanized Area. This article uses the same technique as we are using for our paper.

SOURCE: *GEOABSTRACTS*.

LOCATION: You will know the location of this valuable resource from our orientation tour of the library.

PROCEDURE: Use the above sources to compile a short bibiliography for your paper. Have at least 10 citations from professional journals. Use the standard *Annals of the Association of American Geographers* format.

GEOGRAPHY 200
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PAPER #3

TITLE: "REGIONAL AND LOCAL PATTERNS OF APPLE PRODUCTION IN WISCONSIN"

PROBLEM:

Agriculture is an ideal subject for the Human-Environmental paradigm in geography because it combines elements of the physical environment (rainfall, growing season, soil conditions, slope, *etc.*) with cultural elements (technology, diet, environmental perception, economic systems, *etc.*)

SCALE:

In this paper we are going to consider the pattern of of apple production in Wisconsin at two different scales.

1) The first scale to be considered is the state or regional scale. Use the *1978 Census of Agriculture* to find data on apple production. There are several measures apple production in the *Census*. Be sure to pick an appropriate measure and to discuss why you chose that particular variable. To explain the pattern at the regional level, you will have to consider some environmental and cultural factors at the same scale which you think will help to explain the pattern.

2) At the second scale, the exact location of apple orchards within the general region is considered. This can be the result of quite different environmental and cultural factors. At the local scale you will consider slope and air drainage. Select three topographic sheets from the Simpson Center at the scale of 1:24000 that show apple orchards and draw a cross-section through an orchard concentration. The vertical axis of the cross-section will be elevation and the horizontal axis will be distance. Plot the location of orchards on the cross-section and discuss. Does the cross-section combine the patterns of orchards (effect) with slope (environmental "cause")?

MAPS/DIAGRAMS:

1) Map of apple production in the state. Make sure the map contains all the elements we discussed in class.
2) Map of an environmental factor (regional scale).
3) Map of a cultural factor (regional scale).
4) Map showing location of cross-section quadrangles.
5) Cross-sections.

LIBRARY/BIBLIOGRAPHY:

1) MAIN LIBRARY
   a. *1978 Census of Agriculture (Wisconsin).*
   b. Use the Atlas Collection to search for an environmental factor.
   c. Use Government Documents to search for some cultural factors such as farm size, ethnic background, value of agricultural land, *etc.*
   d. Find a definition of air drainage.
2) SIMPSON MAP LIBRARY
   a. Topographic sheets (1:24000)
   b. Climatic data (*e.g.,* growing season) for Wisconsin.

OUTLINE: Use the attached outline to write your paper.

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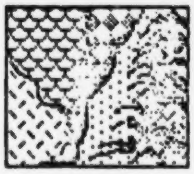

GEOGRAPHY 200
SOPHOMORE PROSEMINAR
HUMAN-ENVIRONMENTAL

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PAPER #4

TITLE: "THE DIFFUSION OF HYBRID CORN IN WISCONSIN"

DATA:

County data for 1930 and 1974 are attached. Percentage data are for acres.

DIFFUSION:

The northward diffusion of corn in Wisconsin came with the development of hybrids. How is the development of hybrid corn a technological factor that changed environmental possibilities? Stress the environmental controls of 1930 as compared to those of 1974.

LIBRARY/BIBLIOGRAPHY:

Use the library to find out something about hybrid corn. Include any sources you use in the bibliography. Be sure to cite sources within the body of the paper. Use the standard *Annals of the Association of American Geographers* format.

PATTERNS/MAPS:

Map the patterns of corn production in the state using the data supplied. You should have *at least* the following isopleth maps:

a] Corn harvested for grain as a per cent of total cropland (10% and 20% isopleths).
b] Corn harvested for grain as a per cent of corn harvested (10% and 50% isopleths).
c] Corn harvested for sileage as a per cent of corn harvested (50% isopleth).
d] All corn as a per cent of total cropland (10% and 30% isopleths).

Once you have decided on the best indicator(s) of the difffusion pattern, use the *Census of Agriculture* for a year between 1930 and 1974 to map the pattern for an intervening year. What is responsible for the evolutionary (rather than revolutionary) nature of the pattern? Can several years be combined on one map

OTHER QUESTIONS:

1] Does terrain seem to play a role in the pattern of corn production?
2] Did increased corn production have an effect on other types of agriculture in the state between 1930 and 1974? Use the *Census of Agriculture* to find out.
3] Others.

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PAPER #5

TITLE: "THE DRIFTLESS AREA: PHYSICAL AND CULTURAL VARIABLES"

Wisconsin has a very distinctive physical region called the *Driftless Area*. As recently as 10,000 years ago, the entire state was covered by continental glaciation except for this southwestern corner. The area is physically distinctive when compared to the rest of the state; its terrain shaped by stream erosion rather than ice.

Did the European settlers of this area give it distinctive names? Did they recognize the landforms in some special ways? One way to find out is to plot the occurrence of place names (*toponyms*) which might be associated with the Driftless Area.

METHODOLOGY: For this paper use the *Atlas of Wisconsin* (pp. 31-111) in the Simpson Center. Tabulate the number of landforms named *hollow, valley,* and *coulee'*. Find the total number of these toponyms for each county and construct a histogram. Set appropriate class intervals and plot the result(s) on a Wisconsin base map. Outline the Driftless Area from any physical geography book for comparison. How well does the regionalization of landform toponyms correspond to the physiographic region?

RESEARCH QUESTIONS: The Driftless Area is a *physiographic region*, in that it is defined by the physical geography of the area. The toponyms should reflect this. Are there other variables that could be used to outline the region which are not primarly physical, but rather a reaction to the physiography.

Condsider the following:

1] Road patterns.
2] Farm size and farm value per acre.
3] Harvested crop land as a per cent of total farmland.
4] Relative relief.

LIBRARY/BIBLIOGRAPHY:

Sources:
Robert C. West. "The Term 'Bayou' in the United States: A Study in the Geography of Place Names," *Annals of the Association of American Geographers*, 44 (1954).

Raven I. McDavid. "Linguistic Geography and Toponymic Research," *Names*, 6 (1958).

Look in the *Annals*, 38, (1948) and *Economic Geography*, 18 (1942) to find articles on the Driftless Area. Use these articles to compile a bibliography on the Driftless Area. Use the names of primary authors in the *Social Science Citation Index* to expand the bibliography to include more recent articles.

POINTS TO REMEMBER AND PONDER:

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1. Remember the definition of a multi-feature, formal region.
2. How is the Driftless Area *different* from the surrounding area?

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PAPER #6

TITLE: "WISCONSIN'S 'NORTHLAND'"

PROBLEM: The regionalization of space is a major research and teaching tradition in geography. Read Wilbur Zelinsky's article, "North America's Vernacular Regions," especially pp. 4-7, for one such example. For this final paper, you will use Zelinsky's method to make an initial regional identification in Wisconsin. Use telephone books from the cities listed below. You will find the books in the reference section of the library. Divide up the work among the members of the class.

CITIES:

1. Superior
2. Bayfield
3. Ashland
4. Hayward
5. Hurley
6. Spooner
7. Rice Lake
8. Ladysmith
9. Park Falls
10. Eagle River
11. Rhinelander
12. Eau Claire
13. Tomahawk
14. Wausau
15. Merrill
16. Marshfield
17. Marinette
18. Green Bay
19. Appleton
20. Racine
21. Madison
22. Janesville
23. LaCrosse
24. Portage
25. Menomonie
26. Oshkosh
27. Tomah
28. Black River Falls
29. Stevens Point
30. Fond du Lac
31. Kenosha
32. Beloit
33. Prairie du Chien
34. Grantsburg
35. Hudson
36. New Richmond
37. St. Croix Falls

METHODOLOGY:

From the white pages of the phone book, tabulate the number of "northern labels". Use terms like *northwoods, north star, northbound, etc.*, but you will have to exclude terms such as *northside* (which may apply to a particular location in a city) or *Northwest Airlines* which refers to a national trade name.

Include both profit and non-profit organizations. Some logical value judgements will have to be made on your part. Use your geographic training to make these decisions. Express the number of northern terms as a *per cent* of the total *number* of organizations listed in the phone book (sample 3 to 5 pages and multiply by the number of pages in the book to determine this number). Use these percentages to make an *isopleth* map of Wisconsin's "Northland." This is but one factor in a multiple-feature region. You must now find some other variables which exhibit the same regional pattern. Use the SPSS WISDATA file as explained in class to search for other variables. Use the data to produce at least four (4) additional isopleth maps. Be sure to convert: 1) areal data to a percentage of total acres in the county; and 2) data on persons to percapita values. *EXAMPLE:* Acres of recreational land should be divided by total acres in each county to make comparisons about the importance of recreational land comparable among counties of differing size.

Write a paper in the regional tradition. Be sure to demonstrate your skills as a *GEOGRAPHER.*

An Annotated Bibliography for Western Europe (Geography 301)

Roger L. Thiede

This assignment was intended to satisfy one primary and two secondary goals: 1) It was first hoped that the students in the Western Europe class would be exposed to a diversity of materials, of which, they would otherwise not be aware. 2) Through examination of these sources and the preparation of an annotated bibliography the students would improve both their critical reading skills and their writing skills. 3) While doing the project, the students would, hopefully, learn to use the library resources effectively.

The project was to culminate in an annotated bibliography on a geographic topic for Western Europe, an individual country, or a group of countries within the region. The students were to select their topics and notify me of their selections approximately two months before the paper was due. With topics in mind, the class then met with a library reference staff member for an introduction, with specially prepared exercise sheets, to the indexes, catalogues, and other bibliographic aids in the library.

In order to expose the students to a variety of sources, and to maximize their exposure to the library's resources, the bibliography was to consist of one item from each of the following type of sources:

a) Published scholarly book.
b) Research article in a geographic journal.
c) Research article from a scholarly journal of another relevant discipline.
d) A U.S. government publication.
e) A European newspaper article.
f) A European news magazine article.

g) An American newspaper article.
h) An American news magazine article.
i) A cartographic resource.

Four weeks before the bibliography was due the students were required to submit the titles of the sources they were annotating.

Overall, I was quite satisfied with the outcome of the projects. The quality of the bibliographies matched well with the students' overall work--the best students did an excellent job--the poorest a mediocre one. The reaction of the students was, to my surprise taking into account their gripes, overwhelmingly positive. Only one of the seventeen students expressed strongly negative reactions.

The honing of library skills was the major accomplishment of the project according to the students. One student felt, however, that such an intent was out of place in a geography course! As far as expanding their exposure to Western Europe, several students felt the project was too restrictive, i.e. their topic was too limited. Although, all, excepting my negative student, did consider the project was a learning experience in this respect also.

In order to remedy the above problem, I think the project would be improved with a given list of topics from which the students would choose. Such an approach could also help rectify the major negative aspect of the project, viz. the time time spent searching foreign newspapers. Considerable effort was expended by some students in this part of the project because appropriate indexes are not available.

In order to stress the importance of the project, I assigned 20% of the course grade to the bibliography. The students felt this was too large a proportion of the grade, an evaluation with which I concur.

When I repeat the project next semester, I intend to provide the students with a selected list of topics, give them some guidelines in working with foreign newspapers, and reduce the value of the project in the student's evaluation.

GEOLOGY

WRITTEN EVALUATION OF LIBRARY PROJECT FOR GEOLOGY 201, GEOLOGY OF OUR NATIONAL PARKS AND MONUMENTS

This project was designed to familiarize the students with government documents available concerning national parks and monuments.

As the project was planned, I worked very closely with Ms. Leslie Foster from the Government Documents section of the Library. Because this course normally has a very large enrollment, we were careful to select a project with enough flexibility so that students could select something of interest and not have to refer to a single page in a single volume.

The students were introduced to the appropriate library sources by an explanation which included a map of the Government Documents section of the Library. The students were to locate the Monthly Catalog of United States Government Publications and also the CIS Index and Abstracts.

The project was completed twice--first in Summer Session 1984 and again in Fall Semester 1984. The first time it was run with a sample group of only 10 students who didn't seem to have any problems with it. In the second trial approximately 150 students tried it and some problems were encountered. These problems were mainly in locating the Monthly Catalog and CIS Index. Upon checking with the students later, I discovered that those people who had problems had not been to class at the time the project was handed out. Friends picked up handouts for them and they attempted to do it with no direction. In the future I will borrow sample volumes of these publications from the library to be sure that the students know what they are looking for. The project will also be restricted to those people who are present at the time the handout is distributed. The project is an extra credit project, so I feel no obligation to make an exception for those who are absent. In a large class, this could get out of hand.

The students were enthusiastic about the project. Most of their comments centered on the fact that many of them had never tackled the Government Documents Section of the Library because they were intimidated, and the project helped them over their initial fear. Many were surprised at the variety of information available about national parks.

I feel the reason that the project was successful was due to guidance from Ms. Foster and careful planning for such a large group. The group was given two weeks to complete the project and the Library was notified well in advance of the distribution of the handout.

LIBRARY EXERCISE

DUE DATE: ____________________

University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

EXTRA CREDIT PROJECT: To be done in the Government Documents section of the library

NOTE: BEFORE BEGINNING THIS EXERCISE, TAKE THE TIME TO READ THE ATTACHED PINK AND BLUE SHEETS CAREFULLY. THIS WILL HELP YOU AVOID FRUSTRATION AND CONFUSION WHEN YOU GO TO THE LIBRARY TO DO THE PROJECT.

Part I: The Monthly Catalog of United States Government Publications

Use a recent (1977-83) Monthly Catalog to locate a document on National Parks. The Montly Catalog is kept on an index table in front of the elevators in the basement of the library.

Begin with the SUBJECT INDEX volume. Look up "National Parks and Reserves" as the subject.

List the entry number of a document of interest to you under that topic.

Entry number: ______________________________

Next go to the ENTRIES volumes for the same year. Find your entry number and give a proper bibliographic citation for your document. (See sample below.)

author (government agency)

U.S. Department of the Interior. Geological Survey.
title → Mineral Resources of the Dolly Sods Wilderness Area, Grant, Randolph, and Tucker Counties, West Virginia.
Washington, D.C.: Government Printing Office, 1980.

place of publication **publisher** **date of publication**

Write the citation for your document in this box.

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What is the SUDOCS call number? ______________________
(This is usually in dark type above the entry.)

Check the shelves to see if this library has the publication you selected.

YES __________ NO ____________

Part II: CIS Index and Abstracts

For this part of the assignment use the CIS Index and Abstracts kept on an index table in the basement of the library.

Look in the INDEX volume (use more recent years 1979-83) under "National Parks" or "National Parks and Conservation Associations" or a related topic.

Pick an entry number of interest and record it here: ____________________

Go to the corresponding ABSTRACT volume and locate the entry number. The abstract provides a brief summary of the publication as well as giving the bibliographic citation and the SUDOCS number (call number).

From the ABSTRACT volume list the title of the document.

TITLE: ____

____

If a SUDOC call number is given, write it here: ____________________

Give a sentence summary of the publication taken from the abstract.

Check the shelves to see if the library has the publication.

YES ____________ NO ______________________

THE MONTHLY CATALOG

The Monthly Catalog is the most complete index to U.S. government documents. It serves the same function for documents that the card catalog does for books. Using the Monthly Catalog is a three-step process:

STEP 1: SEARCH THE INDEXES

The index volume contains several separate indexes:

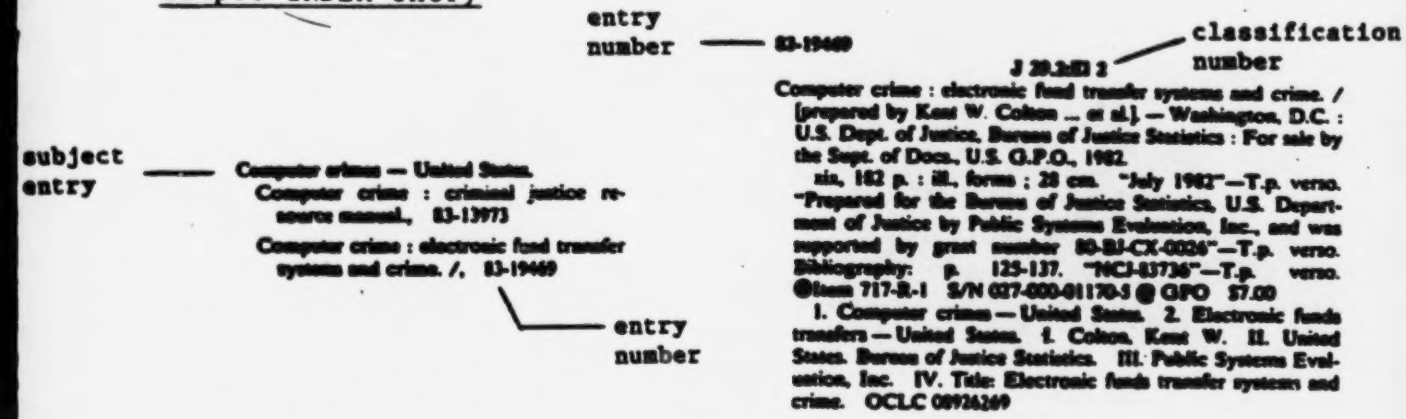
A. Author Index.
B. Title Index.
C. Subject Index.
D. Series/Report Index.
E. Contract Number Index.
F. Stock Number Index.
G. Classification Number Index.
H. Title/Keyword Index.

STEP 2: SEARCH THE ENTRY VOLUME

The ENTRY NUMBER in the INDEX volume will lead you to a publication entry in an ENTRY volume from the same year. There you will find full bibliographic data for the document as well as a CLASSIFICATION NUMBER.

ENTRY sample

sample INDEX entry



Computer crimes — United States.
Computer crime : criminal justice resource manual., 83-13973
Computer crime : electronic fund transfer systems and crime. /, 83-19469

83-19469

J 29.2:El 2

Computer crime : electronic fund transfer systems and crime. / [prepared by Kent W. Colton ... et al.]. — Washington, D.C. : U.S. Dept. of Justice, Bureau of Justice Statistics : For sale by the Supt. of Docs., U.S. G.P.O., 1982.

xix, 182 p. : ill., forms ; 28 cm. "July 1982"—T.p. verso. "Prepared for the Bureau of Justice Statistics, U.S. Department of Justice by Public Systems Evaluation, Inc., and was supported by grant number 80-BJ-CX-0026"—T.p. verso. Bibliography: p. 125-137. "NCJ-83736"—T.p. verso. ●Item 717-R-1 S/N 027-000-01170-5 ● GPO $7.00

1. Computer crimes — United States. 2. Electronic funds transfers — United States. I. Colton, Kent W. II. United States. Bureau of Justice Statistics. III. Public Systems Evaluation, Inc. IV. Title: Electronic funds transfer systems and crime. OCLC 08926269

STEP 3: RETRIEVE THE PUBLICATION

Use the CLASSIFICATION NUMBER found in the ENTRY volume of the Monthly Catalog to locate the publication in the hardcopy or microform collection of McIntyre Library's Documents Department.

SAMPLE BIBLIOGRAPHIC CITATION:

U.S. Department of Justice, Bureau of Justice Statistics. Computer Crime: Electronic Fund Transfer Systems and Crime, [prepared by Kent W. Colton et al.]. Washington, D.C.: Government Printing Office, 1982.

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If you need assistance, consult a Documents Department staff member.

THE CIS INDEX AND ABSTRACTS

The CIS Index is a guide and index to congressional publications. It covers hearings, prints, documents, reports, special publications of Congress and Public Laws. Using CIS is a three-step process:

STEP 1: SEARCH THE INDEX VOLUME

The index volume contains several separate indexes:

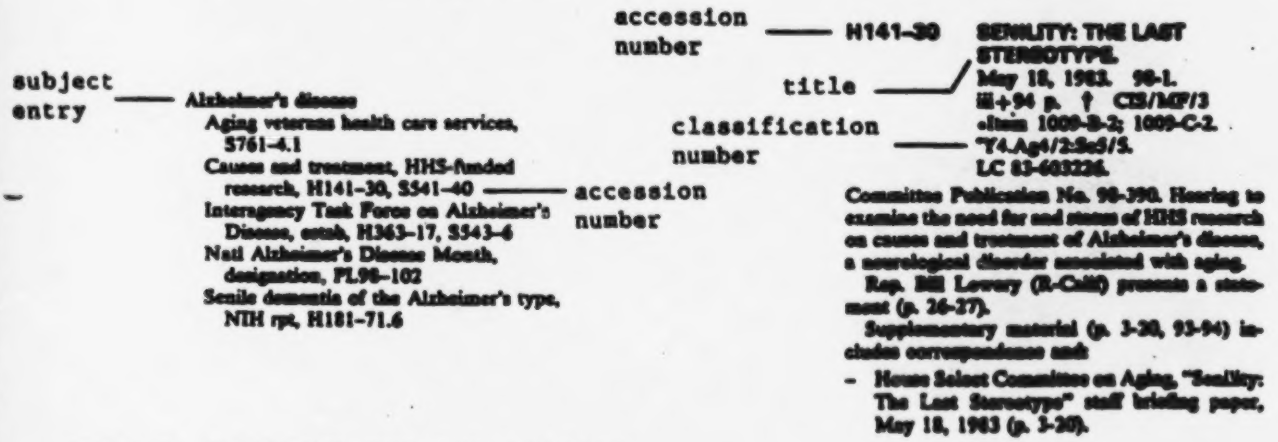
A. Index of Subjects and Names.
B. Index of Titles.
C. Index of Bills and Congressional Publication Numbers.
D. Index of Committee and Subcommittee Chairmen.

STEP 2: SEARCH THE ABSTRACT VOLUME

The CIS ACCESSION NUMBERS in the Index lead to publication entries in the corresponding Abstract Volume. There you will find a description of the publication's subject matter and purpose, a summary of the contents, and full bibliographic data.

sample INDEX entry

sample ABSTRACT entry



Alzheimer's disease
Aging veterans health care services, S761-4.1
Causes and treatment, HHS-funded research, H141-30, S541-40
Interagency Task Force on Alzheimer's Disease, estab, H363-17, S543-6
Natl Alzheimer's Disease Month, designation, PL98-102
Senile dementia of the Alzheimer's type, NIH rpt, H181-71.6

H141-30 **SENILITY: THE LAST STEREOTYPE.**
May 18, 1983. 98-1.
iii+94 p. † CIS/MF/3
•Item 1009-B-2; 1009-C-2.
°Y4.Ag4/2:Se5/5.
LC 83-603226.

Committee Publication No. 98-390. Hearing to examine the need for and status of HHS research on causes and treatment of Alzheimer's disease, a neurological disorder associated with aging.

Rep. Bill Lowery (R-Calif) presents a statement (p. 26-27).

Supplementary material (p. 3-20, 93-94) includes correspondence and:

- House Select Committee on Aging, "Senility: The Last Stereotype" staff briefing paper, May 18, 1983 (p. 3-20).

STEP 3: RETRIEVE THE PUBLICATION

Use the CLASSIFICATION NUMBER found in the bibliographic portion of the abstract to locate the publication in the hardcopy or microform collection of McIntyre Library's Documents Department.

NOTE: If the accession number you are interested in has a decimal point (as in H 141-30.2), you are being directed to a page within a publication. To find the classification number you need to locate the document, you must backtrack in the Abstracts Volume until you find the accession number assigned the entire publication (in this case H 141-30). This main entry will give the bibliographic information and the classification number.

SAMPLE BIBLIOGRAPHIC CITATION:

U.S. Cong. House. Select Committee on Aging. Senility: the Last Stereotype. Committee Publication, No. 98-390. Washington, D.C.: Government Printing Office, 1983.

If you need assistance, consult a Documents Department staff member.

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MANAGEMENT INFORMATION SCIENCE

SPECIAL REPORTS FOR MIS 140

BACKGROUND

Because of the wide range of backgrounds and interests of students enrolled in MIS 140, a library project that would meet the needs of each student was needed. Because of that need, it was decided to have the students determine how the computer was affecting their chosen career at the entry-level positions.

STUDENTS' REACTIONS TO THE PROJECT

When the assignment was first discussed in class, there were the usual negative nonverbal cues given by many of the students. After 45 minutes of explanation and clarification, I was convinced the students felt the project was going to be worthwhile for them.

When the assignment was submitted three weeks later, the students gave oral presentations on their research. The students listened to each other discuss the key points of their research. Many students had questions on another student's report. This class interaction was a very positive strength of the project as it gave us a lot of information that we had not discussed in class.

POSSIBLE CHANGES FOR NEXT SEMESTER

The only possible change for next year would be to have the students submit an outline prior to the actual writing of their project. In this way I could assist each student in their direction and depth of their research.

MY REACTIONS TO THEIR RESEARCH

Overall, I was quite pleased with the quality of work I received. Students had very good content but needed to work on their writing style. It took me longer than I wanted to in the evaluation because of the organization of their material. The key to making this project work is more individual contact with the student in assisting them in identifying key resources that will answer their research questions and helping them write their report through an effective outline.

October 25, 1984

To MIS 140 Students

Dr. Larry R. Honl

SPECIAL REPORTS

Because of the widespread use of computers in all facets of society, I feel it is necessary for you to review the importance of computers in your major area of interest. This report will allow you to become familiar with the important resources that are available on this campus (i.e. library, placement center, faculty, etc).

Specific objectives of this paper will be:

1. to allow you to become better acquainted with the resources available in our library.
2. to give you an opportunity to better understand the importance of computers in your specific major/minor.
3. to determine your strengths/weaknesses in the area of computer applications in your career choice.
4. to develop a list of professional journals in your field of study.

Below is an outline that you can follow to complete this report.

POSSIBLE TOPICS

1. Data Processing and Accounting/Auditing
2. Data Processing and Marketing
3. Data Processing and Stockbroking
4. Computers Systems and Law Enforcement
5. Computers and Government
6. Computers in Education
7. Computers in the Nursing Field
8. Computers in Social Work
9. Computers in the Financial Field
10. Computers in ________________________.

BELOW ARE SOME QUESTIONS THAT YOU WILL ATTEMPT TO ANSWERS FOR THIS PAPER.

1. Give an early history of how computers were used in your specific field of study.
2. What major applications are being done by the computer in your field today?

3. Are there specific software packages that are being used in your field (i.e. spreadsheets, word processing, etc.)?

4. Are there specific duties that have been completely eliminated by the computer in your major area of interest?

5. What new positions have been developed because of the computer in your specific field?

6. What training is necessary for you to be able to utilize the computer for the day-to-day applications of your entry-level position?

7. List the major professional journals in your field and describe the types of articles written in each journal.

MECHANICS TO PRODUCE THE REPORT

1. Write a short, informative paper (3-4 pages, double spaced) which will provide a synthesis of the material you have read and researched and highlights the important points of your topic. It should be well written, interesting, and informational. No more than three pages should be devoted to the summary of the research while at least one page should be devoted to your reaction of the data collected.

2. Include a Title Page and a Bibliography. Please use Footnotes if using a direct quote.

3. Use a Style Manual if you are not aware of the correct format for a short report. See me if you need help in format.

4. Typing errors will reduce the value of the paper. Grammatical and spelling errors will also reduce the value.

5. Be prepared to give a 3-5 minute oral presentation on the highlights of your research.

MEDICAL/SURGICAL NURSING

To: Barbara Stevens

From: Karen Danielson K Danielson

Re: Evaluation of library instruction project

Date: 1-14-85

The student project included the selection of a topic related to health or health care that is controversial, participating in a 75 minute library orientation, and writing a paper which describes the opposing viewpoints related to the topic selected. The introduction to the paper and a list of articles related to the issue were submitted after the library orientation. These were graded, returned and resubmitted with the remainder of the paper a month later.

A similar assignment was used the previous year without any library orientation. The greatest changes were the decrease in student questions about finding resource material and the expansion of the relevant current literature which they were able to find. They had obviously used a variety of indexes to professional literature.

The quality of the papers did not improve despite the improved list of relevant journal articles. Many of the students did not use the articles from their original list in documenting ideas presented in their paper. (They probably didn't use the articles.)

For the coming semester, I will continue the library orientation. I have revised the guidelines to more clearly indicate the expectation that the list of relevant articles generated will become the reference list for the paper.

I was pleased with the results and believe we will see nursing students using professional literature more comfortably and more regularly during their sophomore courses.

KD:mo

UNIVERSITY OF WISCONSIN-EAU CLAIRE
School of Nursing
N210 Health Dimensions

PAPER: CURRENT ISSUE RELATED TO HEALTH OR HEALTH CARE

Part I. Selection of an Issue

A. Select a topic area from an area of interest related to health or health care or from list provided.
B. Clearly state an issue related to that topic.
C. Handwritten permissible.
D. Due: February 6, 1985.

Format for Parts II & III -

Preparation for using the library to do Part II will include a class period in the library with presentation of information on finding professional journal articles and practice.

a. Assume audience is the local parent-teacher organization. Interest has been shown in the issue and you volunteered to research and report back to the group.

b. Part II - list articles on a separate page.

c. Part III - continue on from introduction in part II.

d. Typewritten, double-spaced (no onionskin).

e. No more than 5 pages, excluding reference list.

f. Use the APA format.

g. Attach original Part I.

h. Attach scoring sheet.

Part II. Introduction to paper and reference list

A. Clearly state the issue selected.
B. Describe the relationship between the issue and health or health care.
C. List a minimum of 8 articles related to the issues. The list must include articles which
    1. present opposing viewpoints,
    2. were published within the last 3 years, and
    3. are from a variety of journals including professional journals.
D. Due: March 4, 1985.

Part III. Body of paper and conclusion

A. Summarize the opposing viewpoints. Documentation is essential.
B. State your position on the issues.
C. Give the rationale for your position.
D. If using additional references, add to original reference list.
E. Due: April 10, 1985.

UNIVERSITY OF WISCONSIN-EAU CLAIRE
School of Nursing
N210 Health Dimensions

Name: ______________________

Date: ______________________

"Current Issue" Paper Scoring Sheet

	Possible Score	Earned Score
Part I		
1. Statement of issue	4	
Part II		
1. Clear statement of issue	10	
2. Description of relationship to health or health care	8	
3. List of articles	10	
4. Format	3	
	31	
5. Late	-1 point/day	
Part III		
1. Both sides of issue presented clearly		
- side 1	16	
- side 2	16	
2. Supporting documentation	10	
3. Clear statement of your position	10	
4. Rationale for your position	10	
5. Format	3	
	65	
6. Late	-1 point/day	
	Total	
Total and Grade		

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TOPICS

1. Abortion
2. Allowing deformed infants to die
3. Artificial sweetners
4. Caffeine
5. Calcium
6. Care of elderly
7. Child care
8. Child discipline
9. Contraceptives for teens
10. Drinking age
11. DRG's
12. Environmental concerns
13. Extraordinary life support
14. Food preservatives
15. Government & health care
16. Institutional licensure
17. Jogging
18. Marajuana
19. Midwifery
20. Natural vitamins
21. Nurse practice act
22. Nurse practitioner
23. Organic foods
24. Relaxation techniques
25. Rights in relation to medical treatment
26. Salt (hypertension)
27. Sex education in schools
28. Sexuality Issues
29. Smoking in public
30. Steroids for athletes
31. Snacking
32. Sugar
33. Surrogate mothering

Winifred Morse

UNIVERSITY OF WISCONSIN-EAU CLAIRE
SCHOOL OF NURSING

N333 - Nursing Literature Review: Application to Patient Care

This assignment is designed to help the student meet the following course objective: "The student develops clinical questions appropriate for research based on review of the nursing literature."

Required Reading:

Diers, Donna. "Evaluating and Writing Research." Research in Nursing Practice, Philadelphia: J.B. Lippincott Co., 1979, Chapter 12.

Polit, D.F. and Hungler, B.P. "Evaluating Research Reports." Nursing Research: Principles and Methods, Philadelphia: J.B. Lippincott Co., 2nd edition, Chapter 28.

Due: Two weeks from Monday following the assigned patient experience. Two points will be deducted from the paper grade for each day late.

This paper will consist of approximately three to four pages for the annotated literature review and eight to ten pages for the body of the paper. Please refer to the APA style manual (on reserve) for format guidelines. The attached grading sheet must be turned in with the paper. Articles reviewed must be selected from the attached list of nursing journals.

Instructions:

1. Select a problem area which is of interest to you from the attached problem list. Consult with your clinical instructor who will then attempt to assign patient experience in which this problem is likely to occur.
2. Write a brief introduction describing your interest and experience in this problem area (1/2-1 page).
3. Review the nursing practice and research literature related to the problem area and write an annotated bibliography of seven to ten journal articles. Refer to the research seminar for annotation format (3-4 pages).
4. Synthesize findings from the nursing literature review and discuss their applicability to nursing care. The applicability to nursing care may include suggestions or ideas regarding:
   a. assessment data relevant to identification of the problem.
   b. appropriate outcomes and outcome criteria for patients who has this problem.
   c. interventions and rationales (3-4 pages).
5. Identify areas for further research and list at least four clinical questions reflecting these areas (1-2 pages).

PROBLEM AREAS FOR NURSING LITERATURE REVIEW

List of Nursing Diagnoses Accepted for Clinical Testing by the North American Nursin Diagnosis Association, April, 1982

*Activity Intolerance
Airway Clearance Ineffective
*Anxiety
Bowel Elimination, Alterations in: Constipation
Bowel Elimination, Alterations in: Diarrhea
Bowel Elimination, Alterations in: Incontinence
Breathing Patterns, Ineffective
Cardiac Output, Alterations in: Decreased
Comfort, Alterations in: Pain
Communication, Impaired Verbal
Coping, Ineffective Individual
Coping, Ineffective Family: Compromised
Coping, Ineffective Family: Disabling
Coping, Family: Potential for Growth
Diversional Activity, Deficit
*Family Process, Alteration in
Fear
Fluid Volume Deficit, Actual
Fluid Volume Deficit, Potential
*Fluid Volume, Alterations in: Excess
Gas Exchange, Impaired
Grieving, Anticipatory
Grieving, Dysfunctional
*Health Maintenance, Alterations in
Home Maintenance Management, Impaired
Injury, Potential for
Knowledge Deficit (specify)
Mobility, Impaired Physical
Non-compliance (specify)
Nutrition, Alterations in: Less Than Body Requirements
Nutrition, Alterations in: More Than Body Requirements
Nutrition, Alterations in: Potential for More Than Body Requirements
*Oral Mucous Membranes, Alterations in
Parenting, Alterations in: Actual
Parenting, Alterations in: Potential
*Powerlessness
Rape-Trauma Syndrome
Self-Care Deficit (Specify level: Feeding, Bathing/hygiene, Dressing/grooming, Toileting)
Self-concept, Disturbance in
Sensory Perceptual Alterations
Sexual Dysfunction
Skin Integrity, Impairment of: Actual
Skin Integrity, Impairment of: Potential
Sleep Pattern Disturbance
*Social Isolation
Spiritual Distress (Distress of the Human Spirit)
Thought Processes, Alterations in
Tissue Perfusion, Alteration in
Urinary Elimination, Alteration in Patterns
Violence, Potential for

ANNOTATED BIBLIOGRAPHY FORMAT: N333 NURSING LITERATURE REVIEW

For each annotation, record the following information:

1. Source for the citation
2. Author or editor of the citation source (if applicable)
3. Date, volume and page of the citation source
4. Author of the article
5. Name of the article
6. Periodical title
7. Volume, issue and date of periodical containing the article
8. Pages of the article
9. Annotation. Include some or all of the following:
    a. key words
    b. authors' credentials
    c. purpose of paper
    d. type of article
    e. summary of content (non-research article)
    f. problem statement, subjects, variables, methodology, results, limitations (research articles)
    g. nursing implications
    h. evaluation of usefulness of article
    i. other helpful information included in article (charts, graphs, extensive bibliography, etc.)

The following is a sample annotation:

Schoolcraft, V. and Delaney, C. Contract grading in clinical evaluation. Journal of Nursing Education, 1982, 21, (1), 6-14.

Key words: Contracting, clinical evaluation, evaluation

In a previous article (Delaney and Schoolcraft, 1977) these nurse educators reported the results of a pilot study on which this article is based. This article describes improvements made in the contracting process over several years. The criticism that grades were based on quantity rather than quality of work was solved by identifying several sets of options for each grade level. A table clearly defining standards for each grade level is presented. More flexibility was built into the contracting procedure, allowing for the development of a contract that could be used in any clinical setting. The new contract is organized within the framework of the nursing process. The problem of transferring letter grades to numerical grades remains; options are discussed.

Examples of Journals Appropriate for Literature Review:

Advances in Nursing Science
American Journal of Public Health
AORN Journal
Cancer Nursing
Heart and Lung
Image
Journal of Advanced Nursing
Journal of Emergency Nursing
Journal of Neurosurgical Nursing
MCN
Nursing Research
Oncology Nursing Forum
Research in Nursing and Health
Western Journal of Nursing Research

N333 - Nursing Literature Review: Application to Patient Care

Grading Sheet

Name: ______________________________

Date Due: ______________________________ Date Received: ____________________

Introduction	(5)	____________
Literature review (40 points distributed evenly over articles reviewed) 1. ______ 2. ______ 3. ______ 4. ______ 5. ______ 6. ______ 7. ______ 8. ______ 9. ______ 10. ______	(40)	____________
Synthesis and Application to Nursing Care	(30)	____________
Suggestions for Further Research and Clinical Questions	(25)	____________
	(100)	____________
-2 per day late		____________
-10 grammar/spelling		____________
TOTAL		____________

Karen Witt

UNIVERSITY OF WISCONSIN - EAU CLAIRE

School of Nursing

N215 - Professional Dimensions
Library Assignment

Ninety sophomore student nurses in the course Nursing 215 - Professional Dimensions participated in the project. One 2 hour class period during the third week in the semester was allocated for introduction to the library. The first hour included a lecture presentation by Ms. Barbara Stevens introducing the students to the use of a variety of library resources. Students went to the library the second hour and utilizing worksheets designed by Ms. Stevens learned to access various resources.

The students were provided a handout delineating the project. They organized themselves into twenty-two groups of three to five students. As the assignment description indicates, they were free to choose a health or nursing related topic of interest. They had already been acquainted with resources to assist them in their choice. Several groups did seek instructor assistance with the selection process. A wide variety of topics were selected, with only a few areas in which there was duplication.

Overall the quality of the papers was very good both in content and composition. References were quite extensive and of a very interesting variety. Each group was expected to verbally present their findings to the class. A couple of groups were quite innovative and gave interesting presentations. The majority read their information.

The general response of the students was positive. They found the introduction to the library helpful and the paper interesting. A group grade was awarded for the paper. This was purposely planned because the students need to learn to work more cooperatively. During the writing phase, two students from one group sought to have this policy changed because they felt the other group members were not doing their share. With encouragement they were able to resolve the difficulty. After the papers were graded, members of a second group requested a policy change for the same reason.

The other faculty team members and I are very pleased with the outcome of the written project. We are satisfied that the objectives were achieved. In the future we will probably discourage duplication of topics and encourage a little more initial consultation related to the development of topics. We will reconsider the oral presentation and try to find a way to speed it up as well as enliven it.

I feel that as a result of the project, the students are much more knowledgeable about available library resources and comfortable in accessing them.

UNIVERSITY OF WISCONSIN - EAU CLAIRE
School of Nursing

N215 - Professional Dimensions
Library Assignment

Objectives:

As a result of this assignment the student will apply elements of the research process to:

1. conduct a library search on a topic/event related to nrusing.
2. distinguish between primary and secondary sources. (See resource guide page 2.)
3. idendity the relevant facts -- surrounding a particular topic/event in nursing, history, practice, education or research.
4. recognize the effects of physical, psychological, social, cultural, political, historical, economic, ethical and legal influences on the topic/event as it relates to the evaluation of nursing as a science.

Process:

1. Students will assign themselves to working groups of four. This project will require and combine both individual and collaborative efforts.
2. Each group will select a topic/event from one of the following categories:
   a. an historical topic/event related to nursing history, practice, education or research.
   b. a contemporary topic/event related to nursing history, practice, education or research.
   c. an historical profile of nurse leaders/theorists as they relate to nursing history, practice, education and research.
3. Groups will first locate literature to provide an overview of the topic or event. (See resource guide page 2.) All members of the group are expected to read this material.
4. Group members will then need to determine which aspect of the topic/event each will explore and write about. Components might include physical, psychological, social, cultural, political, historical, economic, ethical or legal factors that influenced the topic or event. If relevant, one member should address how the topic/event influenced or may influence the science of nursing.
   NOTE: To assist you in locating these materials, you will be oriented to library serach strategies by a librarian both in class and in the library. Additionally, the librarians at the reference desk are always available to assist you and are acquainted with this project.
5. Groups will need to determine how they are going to collaborate on the paper. A summary is required.
6. Group members will be expected to present their findings in a brief (no longer than 15 minutes) oral presentation. The groups may choose any format they wish for the presentation.

The Paper:

The library assignment

1. papers will be formatted using APA style (1983 revised manual).
2. papers should be typed, double-spaced, and should not exceed 20 pages in length.
3. the title page should identify the members of the group and specify their individual or collaborative contribution.
4. All references must be cited. Guidelines depicting examples of APA style are found on page 3 of this assignment handout.
5. The paper is due October 30, 1984.

Oral Report:

1. Presentations will not exceed 15 minutes.
2. Presentations will be scheduled November 27 and 29, December 4 and 6.

Originality and creativity are valued - logic and reason are required. Faculty will be available for appointment for consultation.

RESOURCE GUIDE

Overview Resources

1. Course text.
2. References provided for the course.

Primary Resources

Original works of an author. In the strictest sense would refer to handwritten notes, diaries, letters, etc. The term is more commonly used to describe original materials in a printed and published format. For example, Florence Nightingale's Note on Nursing published by Dover Publication, Inc., rather than her handwritten diaries which are stored in the British Museum.

Secondary Sources

Writings that include another author's work. Direct quotes paraphrasing or inferences may be used by the second author to support the ideas being presented. Because the earlier author's writings are taken out of the original context the use may be inaccurate, misleading or inappropriate. Therefore, you are encouraged to seek out and utilize primary resources when writing this paper.

FORMAT GUIDE*

Reference citations, for either books or periodicals, in text:

One author:

Harmer (1922, p. 2) defined nursing as... or

An early definition of nursing (Harmer, 1922, p. 2)...

Two authors:

Harmer and Henderson (1939, p. 2) described... or

A contrasting approach was apparent.... (Harmer & Henderson, 1939, p. 2).

More than two authors:

Abdellah, Beland and Martin (1960) focused... (first citation)

Abdellah et al. (1960) later stated... (second citation)

Multiple citations:

Dock (1890, 1920, 1931) illustrated changing... (arranged in chronological order)

More recent definitions (Kalisch & Kalisch, 1978; Orem, 1959; Schlotfeldt, 1972; Watson, 1979) all identified... (arranged in alphabetical order)

Direct quotations:

Short quotations (one sentence or three lines or less) are incorporated within the text and enclosed by double quotation marks.

Brooks and Kleine-Kracht (1983) stated that "nursing and its definitions reflect the changes within health care and the public arena" (p. 61).

They stated that "nursing and its definitions reflect...arena" (Brooks & Kleine-Kracht, 1983, p. 61).

Longer quotations are set off from the text, single-spaced, and indented both left and right. No quotation markes are used.

Brooks and Kleine-Kracht (1983) also indicated that

> The definitions prior to World War II speak more eloquently to the evolving profession and more dramatically depict the influence of the times... It is the contention...that the definitions after World War II show a "tunneling" of nursing into a highly technical profession with minimal involvement in the human, societal issues. (pp. 61-62)

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*Guidelines adapted from American Psychological Association (1983). Publication manual of the American Psychological Association (3rd ed.), Washington, D. C.: Author (pp. 68-70, 107-112, 115-16, 136-38).

Reference list:

Each reference must be cited in the text and be entered in the reference list, which follows the last page of the text.

Heading: References

Order of entries: Alphabetical by surname of first author

Components of entries, in order listed:

Author(s): Each surname followed by initials

Date of publication (year of copyright for books; year, month, day for peridicals) in parentheses

Title(s) in full: Article, chapter, book, periodical

For books: Edition number in parentheses (omit if first edition), city where published; publlisher

For periodicals: Volume number underlined, issue number in parentheses, inclusive page numbers

Examples of entries:

Watson, J. (1979). Nursing: The philosophy and science of caring. Boston: Litt, Brown.

Brooks, J. A., & Kleine-Kracht, A. E. (1983, July). Evolution of a definition of nursing. ANS Advances in nursing science, 5,(4), 51-85.

Brown, E. L. (1963). Meeting patients' psychosocial needs in the general hospital. In J. K. Skipper & R. C. Leonard (Eds.) (1965), Social interaction and patient care (pp. 6-29). Philadelphia: Lippincott.

Other general guidelines:

1. Use one side of white bond paper, not onionskin or erasable paper.
2. Double space throughout except long quotations** and references.
3. Leave 1-1½" margins at the top, bottom and sides of every page.
4. Number pages in the upper right-hand corner.

* Not included in APA guidelines; included here for convenience in referring back to unbound journals.

** APA requires double spacing in manuscripts.

2/84 AD

PHYSICS AND ASTRONOMY

Final Report for the Physics Project
"Library Instruction Within the Curriculum"
"The Sciences, Business and Nursing"*

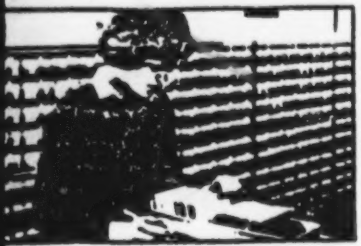
The motivation for the project was to introduce students to the variety of resources located in the reference section of the Library. Obviously, it was not possible to acquaint them with all of the sources available there, so we concentrated on those documents that would be appropriate to developing a search strategy in the physics/astronomy area. The topic we chose was a "Big Bang Model of the Origin of the Universe". This coincided with the unit on stellar astronomy we were doing in Physics Science 111.

The first step was an explanation to them by the course instructor what we were going to do and why. On the day they actually did the project we met with Richard Bell for a briefing session with him that lasted about ten minutes. This is an important part of the project. Then Mr. Bell and the course instructor accompanied the students to the reference section of the Library to observe and assist in case of difficulties. One impression obtained from this observation was that the students were in a hurry to complete the project, i.,e., completing the sheet they were given. However, they entered into the activity in good spirit, consulted with one another, and seemed to find the project activity instructive and interesting.

Later on, feedback was obtained from the students in the form of written comments. Many of their comments were thoughtful and useful for future projects. Following are some conclusions drawn from their remarks.

1. An overriding reaction was that they found the experience interesting and worthwhile. Many were unaware of the whereabouts of the reference section and the resources that are found there.
2. The concensus was that the project should be continued in future classes.
3. Many appreciated the opportunity to be introduced to research strategies.
4. Several suggested that different topics be assigned so that people are not competing for the same documents at the same time.
5. Many complained that the time allotted (one class period) was too short and they felt rushed. However, it had been explained to them earlier that the period was intended only to get them started.

*attached is a final version of the library instruction project



LIBRARY EXERCISE

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University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

PHYSICS #111 - "Physical Science"

Topic for library research: Big Bang Model of the Origin of the Universe.

BOOKS

1. Look in the subject card catalog for a book on your topic. If you do not find your subject in the catalog, consult the Library of Congress Subject Headings located near the card catalog or at the Reference Desk for appropriate subject heading.

   a. Give the complete bibliographic citation for the book.

   b. What subject heading did you use?

   c. What is the call number?

   d. On which floor should the book be shelved?

Reference Books

2. Call numbers for books in the following questions are listed for you. In future research use the Author-Title Catalog or the Key Word Index to Reference Collection (KWOC) to obtain call numbers for reference books.

   a. In one of the following tools locate an article on your topic.

      Cambridge Encyclopedia of Astronomy (Reference QB 43 .2 .C35)

      McGraw-Hill Encyclopedia of Science and Technology (Reference Q 121 M31 1982)

   a. Title of reference book

   b. Title of article

   c. Page numbers

Reference Biographical Tools

3. One of the famous twentieth century astronomers who was instrumental in the development of the expanding universe model was Edwin Hubble. Using Isaac Asimov's biographical Encyclopedia of Science and Technology (Ref Q 141 A74 1982) and the Dictionary of Scientific Biography (Ref Q 141 D52), answer these questions:

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a. What was Hubble's profession before becoming an astronomer?

b. Identify two of Hubble's discoveries that revolutionized our concepts of the universe. (You may have to infer the answers to these questions from your reading.)

Periodical Indexes

4. Use the periodical indexes located on the Index Tables near the Reference Desk.

   a. Find an article on the origin of the universe in General Science Index (Index Table 7A).

      1. Give a complete bibliographic citation.

      2. Under what subject heading did you find this article?

   b. Find two articles from scientific periodicals on the origin and evolution of the universe in Readers' Guide to Periodical Literature (Index Table 1), and give a complete bibliographic citation for each.

      Article 1:

      Article 2:

      Under what headings did you find the articles? ______________________________

      ____

Citation examples

Citation styles differ. Below are examples from Turabian's Student Guide. Variations can be found in Form & Style and MLA Style Sheet. Your teacher will decide which is preferred.

Books:

title

author → Morgenthau, Hans J. In Defense of the National Interest. New York: Alfred A. Knopf, 1952.

place of publication publisher date of publication

Articles:

title

author → McElvanine, R.S. "Jimmy Carter: Populist or Politician?" Intellect 106 (April 1978): 368-71.